

# Markus Lahtinen

- Lecturer since 2002
- Prior work experience: Spray/Razorfish 1998-2001, freelance web design/coding 2002
- Degrees: Master of Science majoring in Informatics, Specialisation in Systems Analysis, 2001 / Bachelor of Business Administration and Economics, 2006
- Areas of interest: Interaction Design, Decision Support Systems, Technological change, Organisation studies, Digitization
- Current activities: Lecturer on IT and organisation, Risk Management and Quality Assurance, theses supervisor, Human-Computer Interaction, new technologies (digitization)
- Current research: requirement specification, organisation/technology studies, **physical security industry, camera surveillance**
- Teacher of the year 2014, School of Economics and Management
- Since fall semester 2016: Digitization coordinator at LUSEM
- E-mail: markus.lahtinen@ics.lu.se

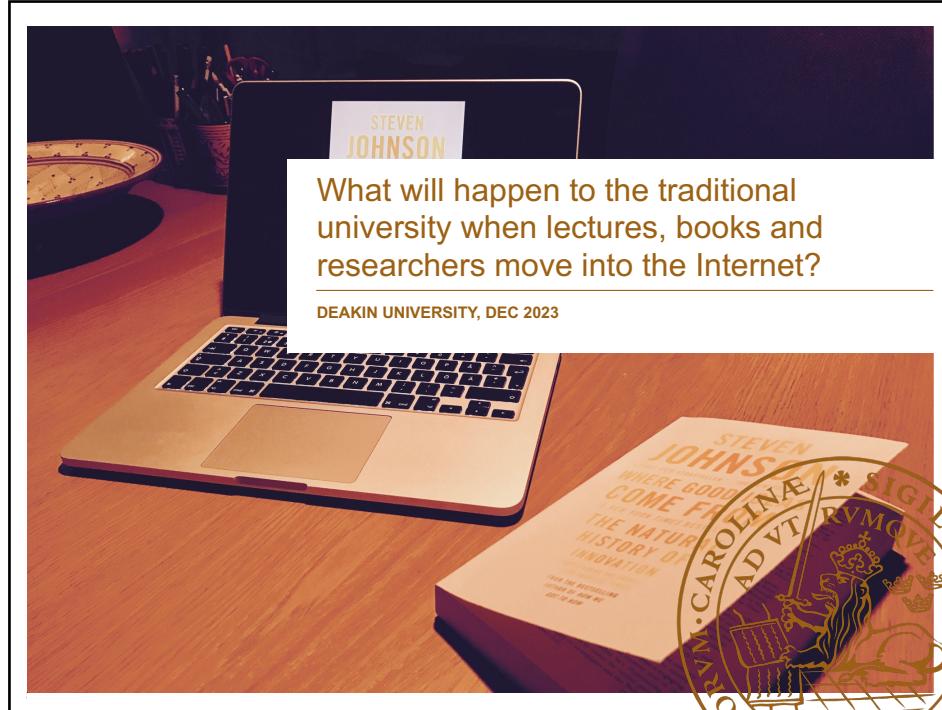
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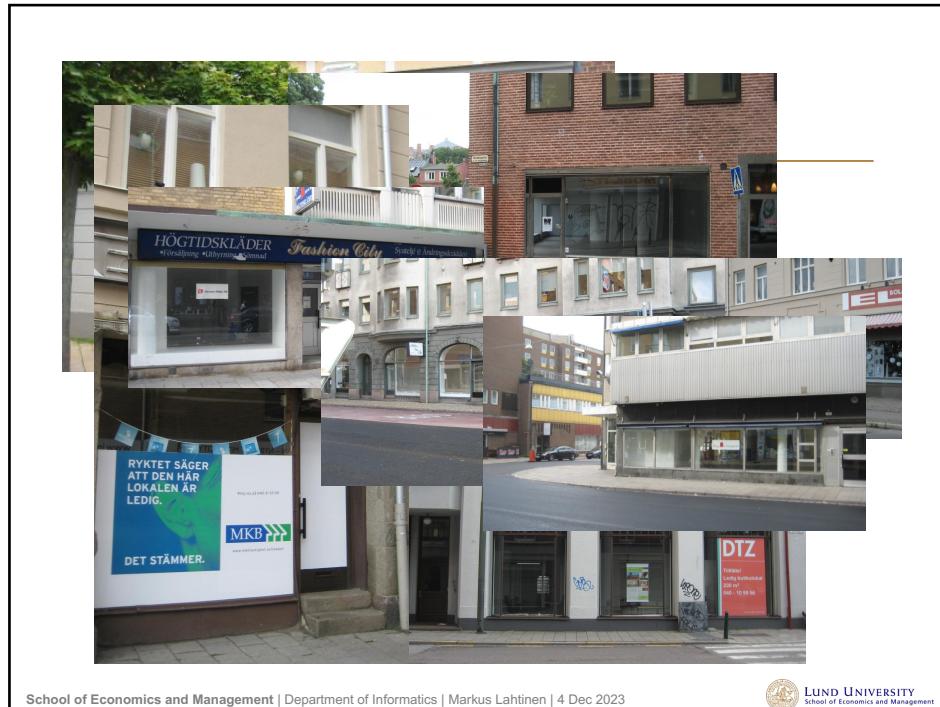
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What will happen to the traditional university when lectures, books and researchers move into the Internet?

DEAKIN UNIVERSITY, DEC 2023



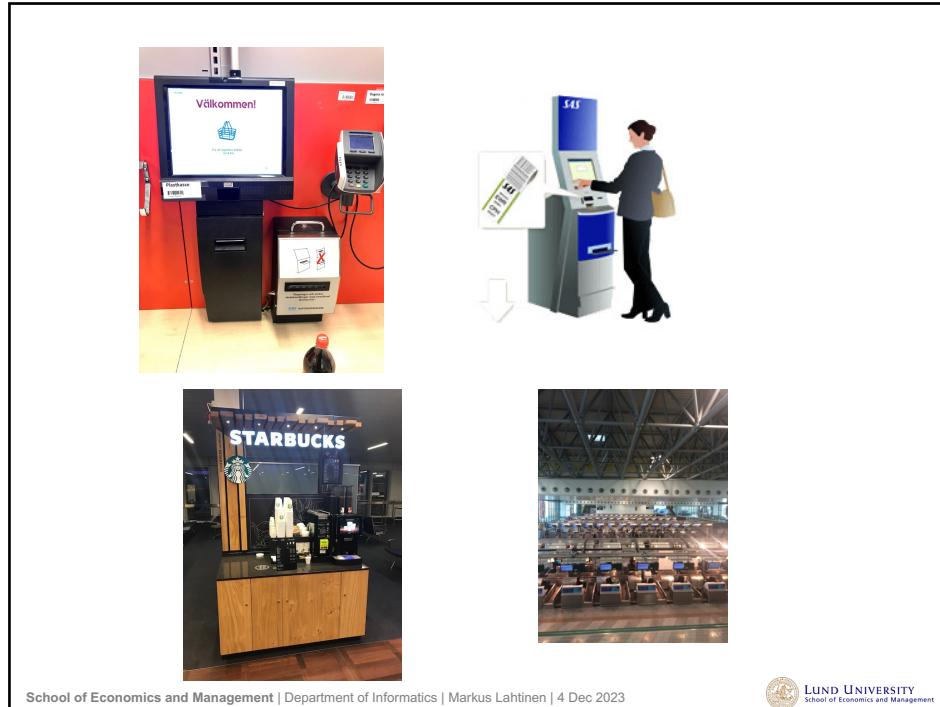
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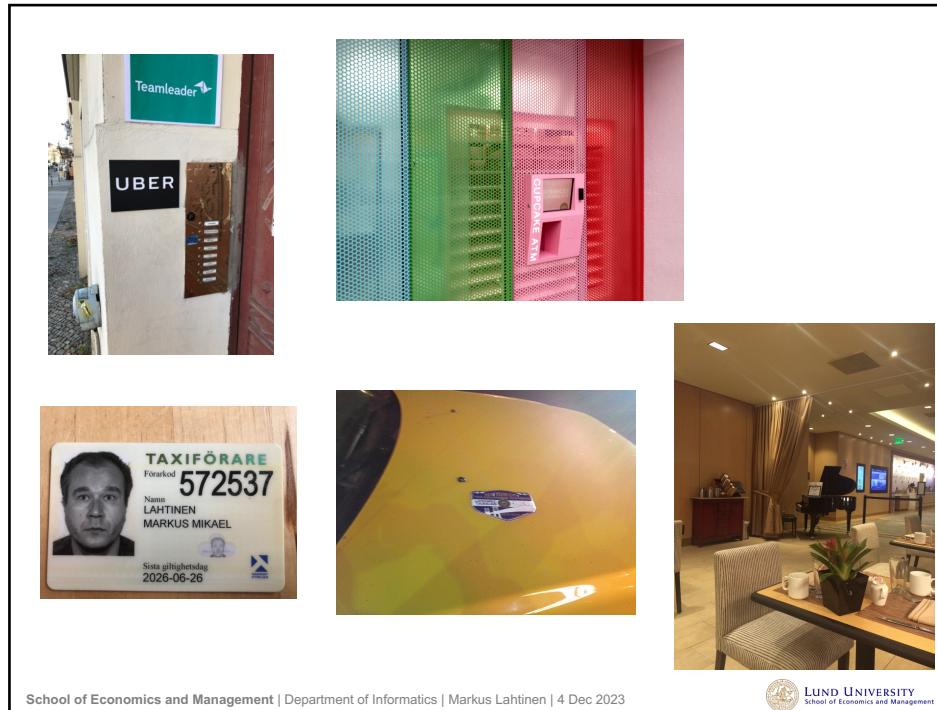


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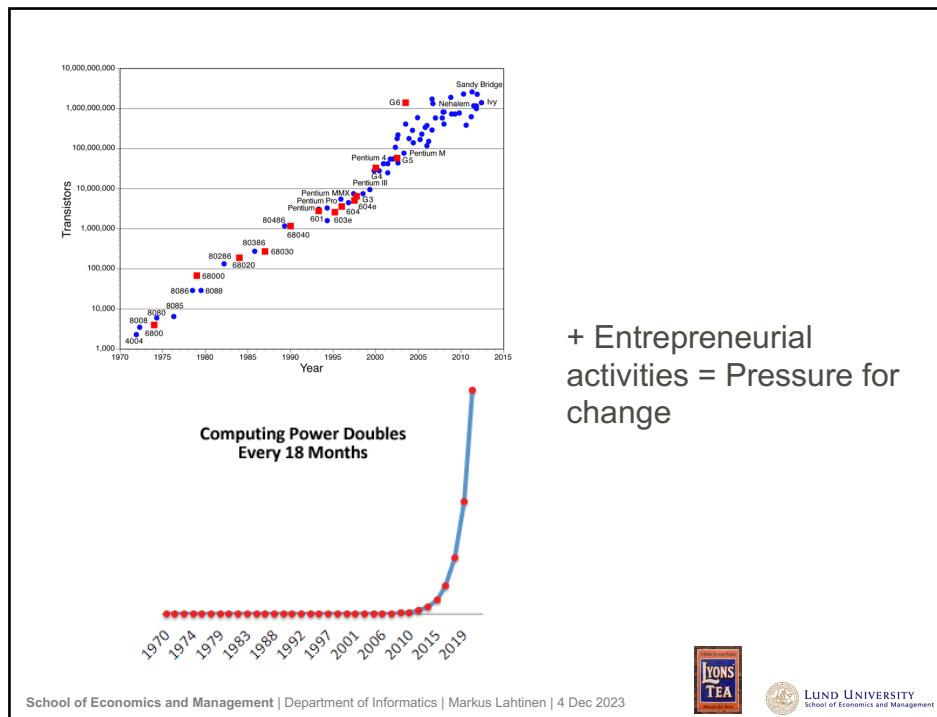
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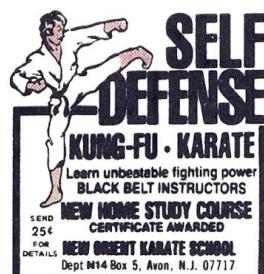
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## Distance learning



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## The digitization challenge

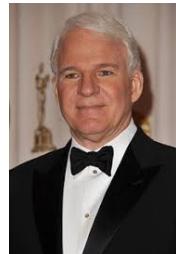


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## Access to thought-leadership

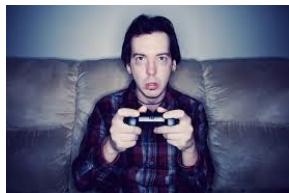


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## Campus protective mechanisms



"CAMPUS RECRUITING CAMPUS"

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## Challenges

- Conservative attitude: "Online courses aren't good enough."
- Digitization 1.0 (increasingly hygiene factors)
  - Well-equipped computer rooms
  - Video-projectors in classrooms
  - Running your own IT-operations
  - Success stories of happy students (often international) and faculty portraits online
  - Self-developed intranet
  - Blogging Faculty
  - Faculty highly active on social media
  - Digital exams (strong signal value)

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## 2022: GenAI

- A milestone, meaning existential ramifications for higher education and research
- Need to rethink examination
  - Video submissions
- Need to embrace the opportunities with GenAI as a professional productivity booster
  - AI-assisted systems development
- Need to rethink research
  - If the paper can be written 1/5 of the time previously needed, what will be the focus of the time freed up?

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## What does research say?



- Research does not inform us on the speed of change
- Late Harvard-professor Clayton Christensen concluded in his seminal 1997-book "The Innovator's Dilemma" (studying hard-drives industry) ...
  - Tech change is not characterized by the logic of better replacing good (the common narrative)
  - Instead, tech change is characterized by somewhat inferior products that addresses the needs differently
    - To a significantly lower cost
  - "Good enough" and significantly cheaper

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## MOST OF IT



LUND  
UNIVERSITY



THE  
QUARTERLY  
JOURNAL OF  
ECONOMICS



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## PARTS OF IT



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FLIPPED CLASSROOMS  
MAKERSPACES – BLENDED  
LEARNING

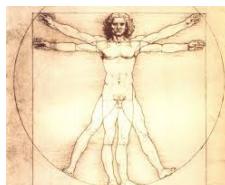
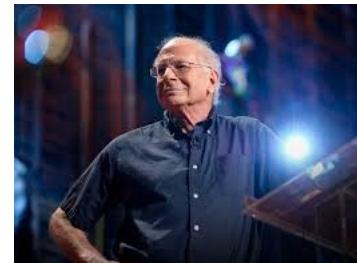


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## NOT MUCH



THE MOBILE  
INTELLECTUAL/RESEARCHER  
– POLYMATH / RENAISSANCE  
MAN

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## NOTHING



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## Strategic choices

1. Non-digital teaching activities that promotes digital competence
  - From oligopolistic markets, physical distribution to ecosystems, platforms, business models and electronic distribution
  - Digital business as a cross-disciplinary effort
2. Digital amplification / augmented reality
  - FlipBoard
  - Poll Everywhere
  - Harness student's access to mobile computing
3. The fully/partially digital university
  - MOOCs
  - Promoting (digital) skills of graduates
  - Alumni dev (Life-Long Learning)
  - Gen-AI powered



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## Signs of a digitally mature university

- Amplifies (augments) the traditional classroom by means of technology
  - YouTube, voting apps, reminds students of active course during non office-hours
- Faculty and staff knows what they are talking about
  - Have taken at least one MOOC
  - Faculty have tried GenAI, and taken steps to integrate it into work practices
- Focuses on leveraging teaching talent/ability by means of ability
- Regularly discusses the students' future skill set in an increasingly digital work place
- Has produced at least a few MOOCs
- Elaborates and commits to a clear vision (målbild) regarding the increasingly digital future university
  - University 'implodes' and is reduced to become a mere test-center
  - Support the idea of Faculty as being 'mobile intellectuals'
  - The researcher/instructor as a road warrior: from traditional office to mobile office
  - The digitally **augmented** classroom

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## Signs of a digitally mature university

- Outreach as means of promoting research(er) to a wider audience
- Research that isn't visible, doesn't exist
  - Internet (in this case meaning transparency) challenges the publishing houses monopoly
- Sets clear objectives
  - Academic year 2016/17 LUSEM has produced one MOOC
  - Academic year 2017/18 the majority of Faculty have completed a MOOC
- Faculty and staff focus: strategic digitization (2.0) > hygiene digitization (1.0)
- Course budgeting supports and incentivizes e.g. flipped classrooms
  - 3 years depreciation time
  - 7,5 HP / 250 klt / 50-60 students
  - Year 1: 350 klt Year 2: 250 klt Year 3: 150 klt

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### EDUCATIONAL CREDENTIALS COME OF AGE

A Survey on the Use and Value of Educational Credentials in Hiring



Northeastern University  
Center for the Future of Higher Education and Talent Strategy

A majority of HR leaders (64%) believe that in the future, the need for continuous lifelong learning will demand higher levels of education and more credentials – and 52% believe that in the future, most advanced degrees will be completed online.

Skills-based or competency-based hiring appears to be gaining significant interest and momentum, with a majority of HR leaders reporting either having a formal effort to de-emphasize degrees and prioritize skills underway (23%) or actively exploring and considering this direction (39%).

Online credentials are now mainstream, with a solid majority (61%) of HR leaders believing that credentials earned online are of generally equal quality to those completed in-person, up from lower percentages in years past.

Employer awareness and experience with candidates who hold non-degree “microcredentials” is still relatively low – but this is evolving rapidly in a growing market shaped by MOOCs and new credential offerings. Microcredentials are typically serving as supplements rather than substitutes for traditional degrees.

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## MOOC@LUSEM

Asia: 74.19%  
 Africa: 60.71%  
 Caribbean: 63.64%  
 Europe: 85.42%  
 Middle East: 80.95%  
 North America: 100%  
 Pacific: 10%  
 South America: 76.92%  
 Total Visited: 67.13%

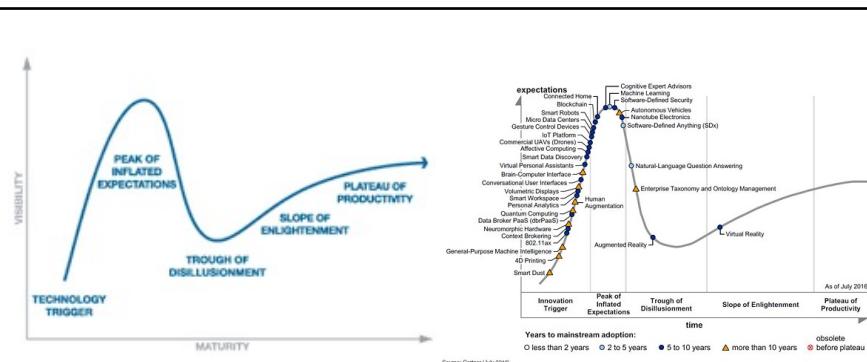
Visitors: 94 024  
 Participants: 17 719  
 Active participants: 10 539

Above-average popular in India

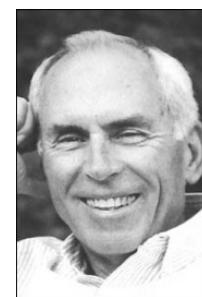
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*"We tend to overestimate the effect of a technology in the short run and underestimate the effect in the long run." Roy Amara*



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## Questions

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- Have I taken and completed an online course?
- How does a recruiter approach a candidate with online-education?
- I would send my kids to? Campus / hybrid / online?

## Contact

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