Global-local belongings in higher education at digital-tangible campuses beyond the ephemeral sky (0161)

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In recent years universities have gone online to take advantage of the potentials of digital media and the internet (Baym, 2010; Conole & Alevizou 2010). By going online, higher education has become transformed into intricate hubs between local-global engagements of students, teachers and institutions (Aaen & Nørgård, 2015; Nørgård 2016). However, the decision to go online has often been realized as vacant digital spaces, one-way MOOCs, distance education, or simply a collection of online resources. It has been HE at 'a detached campus in the ephemeral sky' rather than at 'a placeful university' (Nørgård & Bengtsen, 2016).

In this paper, we will explore some of the implications this thinking in dichotomies such as global-local, digital-tangible, and online-offline when envisioning future HE has brought about: While much has been written about the technological wonders and educational potentials of digital education going online (for example see Beetham & De Freitas 2010; Caswell 2008), there are far less written about how to move beyond these dichotomies when envisioning future embedded HE in a global-local world.

Theoretical framework for working with the global-local
This paper sets out to conceptualize *global-local belongings in higher education at digital-tangible campuses beyond the ephemeral sky* through theories on
- space and place (Temple 2014; Casey 1997; Creswell 2004; Savin-Baden 2008),
- technological potentials (Baym, 2010; Gordon & Silva 2011; Aaen & Nørgård 2015; Song 2009),
- educational design thinking (Nørgård 2015; Nørgård & Paaskesen 2016; Nelson & Stolterman 2012; Laurillard 2012),
- and academic citizenship (Nixon 2008; Macfarlane 2007; Nørgård & Bengtsen 2016)

in order to make connections between the other papers in this proposed symposium by way of focusing on new educational futures and future education emerging from

the digitalization of HE across teaching, learning, supervision, and academic work and careers.

Six dimensions for working productively with the challenges of the relations between the local-global

Emerging from this theoretical framework is alternative, potentially transgressive, conceptualizations of universities, HE and academic citizenship in a digital world. The paper then uses this framework to advance six design dimensions that engage with central aspects of future HE through intentionally dealing with potent entanglements of the global-local, digital-tangible, and online-offline. Through such dealings, HE entanglements come to work productively with and within the below six inter-connected dimensions:

- *Dimension 1: The local connects with the global*. Focused on how campus, course, curricula and academics at the university connects with places outside the university in ways that makes places bleed into places rather than dis-placing the activity or campus by moving it into space.
- *Dimension 2: The global connects with the local*. Focused on how (academic) communities, societies and cultures connect with local places inside the university in ways that extend, broaden and draw them out rather than merely moving inside the gates.
- *Dimension 3: The tangible connects with the digital*. Focused on how tangible reality connects outwards from e.g. bodies, buildings and books to make connections beyond their own immediate tangibility into the digital realm of e.g. online communication, collaboration and community.
- *Dimension 4: The digital connects with the tangible*. Focused on how we carry the digital with us in embodied ways at the university. Talking to friends or students across the globe, reaching out to download a book onto our devices, print out an email from a scholar far away to put on our desk or in other ways send bits and pieces of our bodies, buildings and books from our tangibility to theirs and vice versa.
- *Dimension 5: Spaces transformed into places*. Focused on what is required to transform ephemeral spaces of online education or MOOCs into educational places of online-offline belonging, dwelling and becoming.
- *Dimension 6: Places bleeding into places*. Focused on how places connect with and bleed into other places so they become interwoven to a point where it is pointless to try and separate them event though they may be countries apart. It is the re-instantiation of offline bricks into online bits and vice versa, letting worlds spill over and latch onto each other across local-global divides.

On the grounds of the above perspective, framework, and dimensions the paper makes an argument for re-connecting and re-placing academic practice as an entangled nexus of the global-local, digital-tangible, and offline-online beyond the institution (Nørgård & Bengtsen, 2016). It foregrounds the potential freedom and control of such 'placemaking' and 'connectivist' use of technology that carries within it the potential to impact and reshape the idea of the academic, the campus, and HE.

What possibilities do working with these dimensions present?
The initial stages of the 'global online university' concerned the construction of intangible and ephemeral global university *space* with websites containing information, teacher screencast videos, MOOC text courses and suchlike. Today, new emerging HE practices emerge from tangible co-existing global university *places*. It emerges from to-way video-conversations connecting academics' offices, online-offline teaching through dialogic hangout sessions, inter-university courses with global-local participation, students dislocated tangible work on shared digital desktops, documents, or exam papers, or from connecting local university campuses around the globe creating a 'placeful' worldhood university for the global-local academic citizen (Nørgård & Bengtsen 2016; Aaen & Nørgård 2015).

Importantly, the paper acknowledges that there are a vast number of purely online digital formats, courses, campus, and academic practices that are indeed well-functioning and -designed. However, we argue that valid alternatives today present themselves and point towards unconventional (digital) ways of envisioning the global-local, digital-tangible, and online-offline in future HE. These alternatives emerge when intentionally designing for the entanglement of the above dimensions in order to create engagements with crucial aspects of global-local academic citizenship and place-making (Nørgård et al. 2016; Nørgård & Bengtsen 2016; Aaen & Nørgård 2015).

These six dimensions, their theoretical underpinnings, interconnectedness, and some of their practical implications will be the center around which this talk will explore global-local belongings in higher education at digital-tangible placeful campuses beyond the ephemeral sky.

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