



# higher education 2030

Virtual open symposium on  
drivers and effects of longer-term change  
with respect to teaching, via institutions to education systems

Hosts:

Prof. Dr. Dr. Castulus Kolo, President, Macromedia University

Prof. Ute Masur, Vice President Teaching and Faculty Campus, Macromedia University

Dr. Reimar Müller-Thum, Managing Director, Galileo Global Education Germany GmbH & CEO and Vice President University Management, Macromedia University

Prof. Dr. Klaus Kreulich, Chair of the Quality of Education Management Board, Macromedia University & Vice President, Hochschule München

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## Executive Summary

The symposium touched upon the questions on the future of higher education that are even more frequently coming up today in this peculiar period of pandemic stress. What is a necessary and immediate answer to COVID-19 and what goes beyond? Which developments are accelerated, which are delayed by the pandemic, and which may even change direction?

To tackle these questions, the symposium was split into three sessions, each taking a different view on the future of higher education and hence covering drivers and effects of longer-term change with respect to teaching, via the institutions concerned with higher education to entire education systems. In each of the sessions (1) “Future Skills & Adequate Didactics“, (2) “New Entrants' & Incumbents' Roles“, and (3) “National Systems & Globalization“, experts from employers, educators, education service providers, and education management came together, moderated by the hosts, and discussed the complementary topics in an international perspective.

## The Big Picture

There were no doubts that digital transformation in business and society had affected the higher education sector already in pre-corona times with regards to structures, processes, and teaching methodology. A change of the entire system up to the possible disruption of established institutional structures and academic qualification paths appeared as a possible scenario.

Stakeholders in higher education are so used to a clear division of roles in the qualification of future academics. Driven by labor market needs and societal expectations qualification processes are set up to teach expert knowledge as well as social and other skills. Governments are called upon to safeguard a framework for ready-made qualification paths. Universities are legitimized and equipped for running study programs within the scope of their mandate and possibilities. Students enroll for these programs and as such become members of the university.

In the post-corona future studying and the education system will no longer be as static and exhibit neatly sequential academic pathways nor standardized value creation topologies. Governments will have to reconsider their responsibility for a framework that on the one hand ensures the education of future citizens, innovative researchers, and talented work force, but on the other hand does not exacerbate the setting up of more flexible, diverse, and dynamic organizational structures. In addition to universities independent knowledge platforms,

educational service and technology providers respectively will enter the scene. Access to knowledge, the provision of knowledge, as well as the didactic preparation of knowledge and teaching competencies will no longer be the preserve of universities. As a consequence, also the relevance of academic degrees may be questioned. Besides full-fledged study programs, micro credentials or nano degrees are coming up. In addition, the long existing vision of lifelong learning in individual units on a flexible timeline will eventually become reality.

Change having been hampered by rigid structures and routines is finally gaining momentum and diverse initiatives for new directions and alternative strategic developments in higher education are increasingly showing up. Hence, this symposium was only a starting point for further discussions and recommendations for action that shall be addressed by more focused follow-up events in different formats.

Three themes we derived as particularly rewarding: (1) The lessons to be learned from innovators and early adopters paving the way for structural change and providing best practices, (2) positions for higher education policy frameworks adapted to today's challenges and opportunities, and (3) trends in digital technologies.

### Lessons to be Learned from Innovators and Early Adopters

In these times of digital innovation and transformation, numerous new players as well as entirely new types of institutions have emerged. What are their business models and how do they perform as businesses so far? What impact do they already have on incumbents? Important sub-topics to be discussed in this respect are the quality of the new educational offerings, the reconfiguration of the "quadruple helix model" of university, industry, government and the public as well as measurements of students' and graduates' performance (e.g. study experience, competences achieved, employability).

### Analysis of Policy Agendas and Initiatives

In recent years, digital strategies for the education sector have been put forward all over Europe and beyond. In the political programs of governments and subsidiary education related institutions, the effects of digital transformation are specifically addressed in the context of the strategic development of science and education. Examples are the "Digital Education Action Plan" of the EU or the "Futures of Education Initiative" of the UNESCO. In the continuation of the symposium, the policy intentions and positions shall be put up for discussion. How do political observers and actors assess the development of the national and international education system? How will policy frameworks change? What do political parties in Germany have in their programs for the forthcoming elections?

### Trend Monitoring of Digital Learning Environments and Technologies

The momentum in the development of new digital technologies continues to grow strongly. Key drivers are artificial intelligence and cloud applications. In combination with virtual reality and robotics, new approaches for hybrid learning environments are continuously emerging in which students are given more flexibility in terms of time and place. Access to worldwide

didactically well-prepared teaching is made possible, and virtual collaboration becomes a matter of course. Authenticity of degrees is ensured by blockchain applications as is the documentation of future skills. But which technological platforms, which teaching technologies will become established? Which processes in the student life cycle and which organizational structures in universities will change or even be replaced?

## Specific Take-aways from Focus Session 1: Future Skills & Adequate Didactics

### What is the case?

The skills mentioned by the speakers as most important were self-learning competence, grit, responsibility, and concentration. Both companies and universities have understood that the development and advancement of these future skills takes on a central role. Leading companies therefore offer a wide range of training courses and are increasingly focusing on future skills when acquiring young talents. Universities in Germany and the US often still pursue curricula with partly traditional learning objectives and knowledge transfer. It took the current pandemic to break up traditional forms of teaching and (re)discover e-learning. The paradigm “shift from teaching to learning”, which has been valid for a long time, is gaining momentum.

### What should be?

If universities want to take responsibility for their central role in the development of future skills, they have to implement a specific didactic approach that promotes personal responsibility, cooperation, and problem-solving skills. There must be a change of role towards active learning, and teachers become learning facilitators. It is expedient to work together with companies here, and to develop flexible curricula that adapt to both current conditions and individual prerequisites.

### What is to be done?

Universities should take a professional and holistic approach to Future Skills in their programs and in their didactics. They should also open up to new technical possibilities like VR technology, for example. It has hardly been used at all by universities to date, but this opens up a wide range of opportunities to gain insights into relevant practice around the world. It also gives the advantage of being able to focus, as young people today are increasingly distracted. Universities have sporadically stepped up to the plate. However, they need a close exchange with each other and with the business community for a successful transfer of practice and knowledge.

## Specific Take-aways from Focus Session 2: New Entrants' & Incumbents' Roles

### What is the case?

The question of how higher education is going to look like in 2030 automatically entails the question about the providers of higher education. Is it going to be the traditional players – or do new entrants like big tech companies compete with the incumbents?

Between all panelists there was wide consensus about the fundamental shift concerning the focal point of higher education. While knowledge was the currency of the past, competences are the currency of the future, as it was bluntly phrased. All panelists agreed that the future success of higher education institutions would depend on their ability to train students with the competence to solve problems and deal with the unforeseen as the first and foremost ones. Additional future skills were emphasized also with regards to competences in cooperation or social intelligence, to the ability of self-reflection and self-efficacy, or decision making.

### What should be?

Also agreed upon was the notion of how the shift from knowledge to competence had far reaching implications for the didactics of university teaching and needed to be implemented at the very heart of the curricula. Questions were raised about how those fundamental changes could be implemented to large, ponderous institutions like public universities. Since those institutional changes will take time, all participants argued in favor of enforcing cooperative models within higher education.

As at least many public universities will have difficulties of keeping up pace with the ever-accelerating digital transformation, private enterprises might fill a gap in decisive areas like establishing digital literacy, disseminating technological know-how and shaping relevant curricula. With an already existing system of micro-degrees and certificates companies like Microsoft, LinkedIn or Google might keep students up to date with the latest state of IT-know-how relevant for successfully entering the digital work environment.

### What is to be done?

The participants of the panel argued that systematically partnering with external players higher education institutions gain the necessary flexibility to quickly react to upcoming demands in the workforce, where currently only 30 percent of the demand for people with technology skills are being met. However, it was a shared conviction that tech companies might well be enabler of digital learning and digital literacy among the students, yet the authority of teaching the underlying social, economic, and ethical principles would remain with the educational institutions.

So, the bottom line of the session 2 was a strong recommendation to foster public private partnerships in higher education. The participants shared an optimistic view about integrating

private players not only as traditional research partners but as educators with regard to digital transformation and as consultants with regard to defining the relevant set of future skills for university graduates.

## Specific Take-aways from Focus Session 3: National Systems & Globalization

### What is the case?

Today, the competition on the higher education market is getting harder as new players enter the scene. At the same time, there are no real geographic boundaries for students on the higher education market, also due to e-learning. The recognition of degrees from other countries becomes more and more important. National higher education systems need to adapt to these changes. For big, multinational companies it is easier to find the right employee for the right job as they can search and hire worldwide. It is more difficult for smaller and more regional companies to get skilled workers. Also, universities cannot keep up with the technological changes and developments as they would need to update their curricula constantly.

### What should be?

Universities should be as flexible as possible with their curricula to be able to adapt to the demands of the economy. They need to concentrate on the development of special skills and the competency for life-long-learning. Especially the development of basic digital competencies needs to be part of every curricula as in future, everyone will need these skills. National higher education systems need to adapt to these demands to make more flexible curricula possible. There also should be more opportunities for flexible, part-time study programs or micro-degrees for further training. Universities should cooperate more with each other, also on a multinational level, to develop and offer flexible, modular study programs, but also together with companies.

### What is to be done?

Universities need to change. They need to reinvent themselves to better meet the global demands – regarding their infrastructure but also their business models. They need to adapt to the fast-changing demands of the economy, the demographic, and the technological changes. They need to check their existing curricula and also to design new ones – cooperating with each other where it makes sense. To make all this possible, existing accreditation systems also must adapt to the changing demands to make flexible curricula possible. Here, it is important to talk to political players also to discuss ways to change the national higher education systems to stay competitive in future.

## Appendix (Agenda and Short Bios of Participants)

### Agenda of the Virtual Open Symposium

The symposium on Higher Education 2030 took place in a virtual setting on December 9, 2020 from 2.00pm to 5.05pm CET.

#### Opening & Focus Session 1: 2.00pm to 2.50pm | **Future Skills & Adequate Didactics**

- Moderator: **Dr. Merle Emre**
- Experts:
  - Felix Kroh, Principal at The Boston Consulting Group (BCG)
  - Jonathan Sierck, Founding CEO of vonMorgen & Inspired World GmbH, Founder of Pallas Gathering
  - Prof. Dr. Beate Baltes, University Research Reviewer at the Richard W. Riley College of Education and Leadership, Walden University
  - Prof. Dr.-Ing. Peter Dürr, Professor of Knowledge and Communication Management, Hochschule München

#### Focus Session 2: 2.55pm to 3.40pm | **New Entrants' & Incumbents' Roles**

- Moderator: **Dr. Reimar Müller-Thum**
- Experts:
  - Prof. Dr. Ulf-Daniel Ehlers, Professor and former Vice President, Duale Hochschule Baden-Württemberg
  - Prof. Dr. Dirk Kleine, Executive Producer & Director, Microsoft Deutschland GmbH, Online Media & Publishing – Germany, Austria & Switzerland, Artificial Intelligence & Research Division
  - Rolf Reinhardt, Senior Key Account Manager LinkedIn Learning, DACH, LinkedIn.com, Member of the Executive Committee at the International Council on Badges and Credentials [ICoBC]
  - Dr. Daniel Schmelzer, CEO everskill GmbH, Munich, Blended Learning Solutions

#### Focus Session 3: 3.45pm to 4.30pm | **National Systems & Globalization**

- Moderator: **Prof. Dr. Tamara Ranner**
- Experts:
  - Hannes Schwaderer, Country Manager at Intel Deutschland GmbH, President Initiative D21, Network for the Digital Society in Germany
  - Prof. Dr. Kostas Gouliamos, Rector-elect of the European University Cyprus, Ordinary Member of the European Academy of Science & Arts, Member of Experts for 'Research and Innovation Strategies for Smart Specialization (RIS3)', Expert Group of the European Universities Association (EUA)
  - Lou Pugliese, Former Executive Vice President at University of Maryland Global Campus



#### Panel Session 4: 4.35pm to 5.05pm | **Connecting the Levels and Follow-up Activities**

- Moderators: Prof. Dr. Dr. Castulus Kolo & Prof. Dr. Klaus Kreulich
- Experts:
  - Dr. Merle Emre (Moderator Session 1)
  - Dr. Reimar Müller-Thum (Moderator Session 2)
  - Prof. Dr. Tamara Ranner (Moderator Session 3)

### Short Biographies of Moderators and Invited Experts

#### Prof. Dr. Beate Baltes

Prof. Dr. Beate Baltes brings over 25 years of experience in higher education teaching, service, and scholarship as well as 12 years of experience in various academic leadership roles including Department Chair, Associate Director for Faculty Excellence, and Program Director of the EdD Teacher Leadership program. Currently she is serving as a University Research Reviewer in the School of Higher Education, Leadership, and Policy at the Richard W. Riley College of Education and Leadership, Walden University. Before joining the Ed.D. program in 2010, she was a faculty member in the Ph.D. program and an Associate Director in the Office of Faculty Development at Walden University.

Prior to joining Walden University, she was an Associate Professor of Teacher Education for 10 years, most notably involved in online teaching pedagogy, for example, the development of the first online program to receive a K-12 teaching credential in California. During her sabbaticals, she spent 2000/2001 at the University of Chemnitz in Germany, building a Department of Online Learning and 2017/2018 as Guest Lecturer at the University of Applied Sciences in Munich. In addition, Beate Baltes has an outstanding record in teaching and mentoring, service, and scholarship and received the Outstanding Faculty Award as well as several research awards throughout her career.

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#### Prof. Dr.-Ing. Peter Dürr

Peter Dürr is professor of *Knowledge and Communication Management* and co-head of the Bachelor program *Management of Social Innovations* in the Department of Social Sciences at Munich University of Applied Sciences. In addition, he is entrepreneurship educator at the Strascheg Center for Entrepreneurship and was a visiting scholar with the Data and Democracy Initiative (DDI) at the Center for Information Technology Research in the Interest of Society (CITRIS) at UC Berkeley. His research and teaching focuses on scientific methods of knowledge exploration and transfer, futures studies, transdisciplinary communication, and the



design of learning processes. He is dedicated to working across disciplinary boundaries for finding innovative solutions at the interface between society and technology.

Prior to his academic engagement he was senior manager with the strategy consulting company Horváth & Partners, served as director of research and rapid prototyping with the software startup Think Tools and as a researcher in the Applied Science Division at Lawrence Berkeley Laboratory. He earned his degrees at the University of California, Irvine (BA Economics), Massachusetts Institute of Technology (MS Transportation) and the Technical University Munich (PhD Civil Engineering).

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### Prof. Dr. Ulf-Daniel Ehlers

Prof. Dr Ulf-Daniel Ehlers is a learning innovation expert, founder of mindful-leaders.net, serial entrepreneur, and Professor for Educational Management and Lifelong Learning at the Baden-Württemberg Cooperative State University in Karlsruhe since 2011. From 2011-2017 he held the position of Vice President at the same university and has been responsible for Quality and Academic Affairs. He held positions as Associate Professor of University Duisburg-Essen (Germany), Professor for Technology Enhanced Learning of University Augsburg (Germany) and Associate Professor of the Graduate School for Management and Technology of the University of Maryland University College (USA).

Ulf has delivered keynotes and been speaking to audiences in more than 45 countries. He is author of more than 10 books and 150 scholarly articles with over 3000 academic citations. Ulf is a trained coach, facilitator, and expert for mindful communication, and holds degrees in English Language, Social Sciences and Education Sciences from the University of Bielefeld, where he finished his Ph.D. with honors in the field of Technology Enhanced Learning in 2003. He was awarded his habilitation in 2008 from the University of Duisburg-Essen. His writings on Quality in education are internationally awarded. He is the author of the seminal book “Future Skills: The Future of Learning and Higher Education”.

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### Dr. Merle Emre

Dr. Merle Emre studied German Literature and Political Science and received her PhD in Intercultural Literary studies at the University of Hamburg in 2013. Scholarship of the Goethe Institute Munich and research stay at the Hacettepe Üniversitesi in Ankara. After various professional positions in Higher Education Management, she is now director of the Hamburg campus of the Macromedia University of Applied Sciences.

She has extensive experience in the strategical development of public and private educational institutions and preparing them for the digital future. Her research is focused on higher education management, business area development, digitization in teaching and learning, blended learning, as well as learning space design.

Merle Emre is just finishing her MBA in Higher Education Management at Hochschule Osnabrück University of Applied Sciences and was admitted to the expert network "LehreHochN" in 2019.

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### Prof. Dr. Kostas Gouliamos

Professor Kostas Gouliamos, PhD, is Rector-elect of the European University Cyprus. In 2018, he elected Ordinary Member of the European Academy of Sciences & Arts. He was President of the Cyprus Rector's Conference (2015-17). He is Honorary Professor of the Lanzhou City University /China, Wuhan Business University, Visiting Professor of Nanyang Normal University in China and elected President of the International Research Institute for Economics and Management (IRIEM). Before coming to European University Cyprus (2003), he lectured and researched for more than fifteen years at leading Canadian & European Universities. According to the 'University of Toronto Quarterly', his research work - along with Professor W. Anselmi /University of Alberta – qualifies him to “the Frankfurt School's epigones”.

He was appointed Member to the Steering Committee for Higher Education & Research (CDED) of the Council of Europe in Strasbourg/France. Professor Gouliamos was also Member of the Scientific Advisory Board of the European Social Survey: a major research project that won Europe's top award, the Descartes Prize. He was Member of the European Commission /Research Directorate General – European RTD Evaluation Network. He served for six years (2005-2011) as Member of the Standing Committee for the Humanities of the European Science Foundation (ESF). The European University Association (EUA) appointed him (2017-20) Council Member of Experts for 'Research and Innovation Strategies for Smart Specialization (RIS3)' Expert Group.

He has written a considerable number of books, chapters and papers on media, culture, politics, and communication; his work translated in English, Spanish, French, and Chinese. He serves as member of the Editorial Board of several leading academic journals.

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### Prof. Dr. Dirk Kleine

Prof. Dr. Dirk Kleine studied business administration in Mannheim, Vienna, and Lancaster. He holds a doctoral degree in strategic management and studies of business administration from the University of St. Gallen. From 2001-2010 he held executive positions (maxdome, PayTV, among others) at the ProSiebenSat.1 Group. Since 2010 he is director at Microsoft, currently responsible for digital consumer and media platforms in Germany, Austria, and Switzerland.

Dirk Kleine has 20 years of experience in working in digital business with a focus on media industry and has proven himself a successful leader of multidisciplinary and multimarket teams. He is a guest lecturer on strategic management, digital transformation, media management, and artificial intelligence. Accordingly, his research focuses on the impact of artificial intelligence on business and society.

In his spare time, Dirk Kleine does voluntary work for secondary schools by advising them on how to manage digital transformation.

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### Prof. Dr. Dr. Castulus Kolo

Castulus Kolo first studied physics in Munich and completed his studies with a PhD at CERN, where he came across the WWW as one of the early users in 1989. Later he gained an additional PhD in social anthropology driven by an interest in how other cultures appropriate innovations. He has gathered extensive leadership experience in strategy consulting as well as applied research among other with the German Fraunhofer Society and in 2001 he became member of the board of directors of the corporate venture management of a large German publishing house. Throughout his management career, Castulus Kolo continued his academic activities as a lecturer on innovation management, media, and ICT at several universities, and joined Macromedia in 2007, where he became president in February 2020. His research is focused on the preconditions, the diffusion as well as the effects of media innovations at the intersection of economy, society, and technology. Since 2019 he is president of the International Media Management Academic Association.

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### Prof. Dr. Klaus Kreulich

Prof. Dr. Klaus Kreulich was appointed Vice President of the Munich University of Applied Sciences in 2014. He is responsible for the innovation strategy in teaching and studies, including

digital learning, educational technology, and academic quality management. A central challenge of his work is the digital transformation in higher education.

Klaus Kreulich studied theoretical physics at the University of Münster and received his doctorate at the Institute for Print and Media Technology at the Chemnitz University of Technology. Besides research and teaching, he has many years of professional experience in the IT and media industry. In his scientific and industrial projects, he focuses on digitization and digital change.

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### Felix Kroh

Felix Kroh is a Principal in the Berlin Office of the Boston Consulting Group and is a core member of the People & Organization practice area. His work focuses on strategic HR topics (HR Strategy, HR Organization, Corporate Learning, Talent and Performance Management), Agile Transformation, Change and Leadership topics. Throughout his consulting career, Mr. Kroh has supported multiple clients in defining global learning strategies, establishing corporate universities, and developing specific enablement programs for strategically relevant target groups.

Felix Kroh studied in Freiburg (Germany), Basel (Switzerland) and Rome (Italy) and holds a M.A. in Sociology, Political Science and Economics.

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### Dr. Reimar Müller-Thum

Dr. Reimar Müller-Thum studied Economic and administrative sciences and received his PhD in Economics at the University of St. Gallen in 2005. Further, he is a graduate economist with a Diplom (Dipl.-Oec.) from the Universität Witten/Herdecke.

After various professional positions with Capgemini and PwC, he is now Managing Director of Galileo Global Education Germany and CEO of Macromedia GmbH. He has extensive experience in corporate governance, university administration, as well as economic business operations. He is focused on creating relevant educational opportunities for the dynamically changing world of work, operational excellence, the design of an appropriate leadership culture, and empowerment through digital transformation.

Since 2013 Reimar Müller-Thum is Vice President University Management at Macromedia University of Applied Sciences and an ex officio member of the Executive Board as well as of the Senate.

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### Lou Pugliese

Lou Pugliese joined University of Maryland Global Campus in April 2020 as executive vice president, bringing more than 20 years of experience in e-Learning innovation. A thought leader and successful venture-growth entrepreneur with a passion for seeking and engaging new ways to disrupt, displace, and advance business models, Pugliese focuses on finding linchpins within an organization and ways to collaborate and drive ongoing innovation to better serve students and educators.

Prior to joining UMGC, Pugliese served as chief executive officer of UMUC Ventures, a nonprofit supporting organization that actively invests in, nurtures, and operationalizes education technologies that promise to improve the online learning experience, student outcomes, and university operations.

Before joining UMUC Ventures, Pugliese served as a senior innovation fellow and managing director of the Arizona State University (ASU) Action Lab EdPlus, a research and development enterprise focused on the design and scalable delivery of digital teaching and learning models. Previously, he held senior leadership positions in venture equity and EdTech companies including as chairman and CEO of Moodlerooms, entrepreneur-in-residence for Novak Biddle Venture Partners, CEO of AnswerLogic, and founding CEO of Blackboard Inc.

Pugliese teaches social entrepreneurship at the University of Pennsylvania and the University of Maryland, College Park, and is deeply involved with the Community Coalition for Haiti education programs, which promote student learning through teacher development, child wellness, and safe, learning-centered school environments. He has also worked to improve access to education via technology-enabled programs in sub-Saharan Africa.

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### Prof. Dr. Tamara Ranner

Prof. Dr. Tamara Ranner studied "Media and Communication" (B.A. & M.A.) at the University of Augsburg. She worked as a research assistant at the department for teaching and learning with media at the Universität der Bundeswehr Munich and supervised various projects on the use of digital media in an educational context. Later, she worked as a project consultant for the German Olympic Sports Confederation, where she contributed to the development of an educational portal for trainer training. In 2015, Tamara Ranner received her PhD from the department of media didactics at Zeppelin University on the subject of implementing media-didactic innovations in practice. After her doctorate, Tamara Ranner worked as Senior Manager

E-Learning at Sky Deutschland Fernsehen GmbH & Co. KG. There she was responsible for the introduction and continuous development of digital learning in customer service.

She currently teaches at Macromedia University in the study program Media Management. She is an expert in Instructional Design and digital teaching and learning and focuses her research on media didactics, knowledge management, as well as education management. Furthermore, she is the Head of Online and Blended Learning at the Macromedia University of Applied Sciences.

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### Rolf Reinhardt

After completing his engineering studies in media technology with honors, Dipl.-Ing. Rolf Reinhardt initially worked on major digital transformation projects, for example for the human resources department of L'ORÉAL. Later, he designed and managed complex eLearning projects mainly for corporate clients. The focus of his work from 2007 to 2009 was on the ROI of eLearning programs for larger companies. This focus changed with his role as Executive Manager of the European Foundation for Quality in E-Learning, where innovation and technology as drivers of personal, organizational, and societal development became a central theme. From 2011 to 2012 Rolf Reinhardt worked on various visionary projects, from ePortfolios to Immersive Worlds, networks of change structures, coworking and community spaces. Prior to joining LinkedIn in 2016, he worked for Pearson, the world's largest education company, on educational initiatives for secondary schools, universities and businesses in Germany, Austria, and Switzerland.

Rolf Reinhardt currently works as Senior Key Account Manager LinkedIn Learning at the interface of government, education, and organizational learning. He is also an active member of the Executive Committee at the International Council for Badges and Credentials to ensure a systemic view of badges and credentials for individuals, organizations, and societies. Furthermore, he is a board member of the Union of International Associations and a member of the OEB Global Advisory Board.

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### Dr. Daniel Schmelzer

Dr. Daniel Schmelzer graduated from the TUM Entrepreneurship Research Institute with a PhD in psychology. During his doctoral studies he focused his research on the investigation of empathy as a leadership behavior. Daniel Schmelzer went on to work as a corporate consultant with The Boston Consulting Group, where he focused on training and change management. He

designed several e-learning on core communication competencies in consulting (e.g. client communication, presentation skills), trained young consulting staff in client communication and moderations skills, and managed various change management projects for corporate clients, mainly in the industrial goods and automotive sector.

In 2016 Daniel Schmelzer co-founded everskill, the digital coach; a mobile platform that helps one transfer seminar content into the everyday life of one's employees in order to create the most effective blended learning solution. His focal point in the company is driving his initial idea and helping professionals to become the best of what they want to be.

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### Hannes Schwaderer

Hannes Schwaderer joined Intel in Munich in 1994 as Retail Marketing Manager. In 1998 he took over the role of Market Development Manager EMEA and was responsible for Compaq AG in Europe. In 1999 he moved to the position of Marketing Manager Central Europe, which he held for 3 years. In August 2002 Hannes Schwaderer took over the role of Country Manager Germany, Austria, and Switzerland. He is responsible for all marketing and sales activities in these countries.

He is also a member of the board of directors of Initiative D21 and spokesman of the steering group Education, Qualification and Equal Opportunities. In August 2004 he was appointed Managing Director, Managing Director Central Europe.

During his career, Hannes Schwaderer has gathered extensive experience in management, product management, strategic partnerships, as well as business development.

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### Jonathan Sierck

Jonathan Sierck studied philosophy at the LMU (M.A.) and the Hochschule für Philosophie (B.A.), with a focus on business ethics. Since autumn 2017 he has been working on his doctoral thesis on artificial intelligence and its effects on man and society.

Jonathan Sierck is founder and managing director of Inspired World GmbH and the vonMorgen Virtual Reality Corporate Learning Company powered by 361 Extended Reality GmbH (vonmorgen.io). He is also the founder of the first Pallas Gathering – A Deep Dive Into Tomorrow's World Event (July 2020 – [www.pallasgathering.com](http://www.pallasgathering.com)) at the ICM Munich Trade Fair Center. Objectives of the event are to identify key trends and challenges in the future fields



of work, learning & development, and mindset & cognition, by discussing them with award-winning experts from around the world and presenting potential solutions.

Since the beginning of 2011, he has been giving seminars and keynote speeches for companies, educational and research institutions on the following topics: new work, learning in the 21<sup>st</sup> century, tech- and future-trends and personality development (self-reflection, willpower & self-discipline, emotional balance, and self-management).

Furthermore, Jonathan Sierck is the author of several books.

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## Session Videos

### Playlist Higher Education 2030

<https://www.youtube.com/playlist?list=PLE2jQWvGNztY8bHR0oN8aW-nr3pU3mM-h>

### Individual Sessions

Session 1: <https://youtu.be/YOVC8K8hQpM>

Session 2: <https://youtu.be/86nOLSiU2bk>

Session 3: <https://youtu.be/2SOm5Gg9hlg>

Session 4: <https://youtu.be/pno0il04sx0>