

## Foreword

Dear reader,

You find here a new milestone in the fast evolution of E-Learning for Higher Education. If you see its chapter contents and thematic topics fan out, it will be immediately clear that the epitome of this book enters a new stage of didactic innovations; it no longer legitimates new learning technologies as a goal in itself; it completely focuses upon urgent new values in contemporary societies and academic communities:

- Teachers' innate social intuitions and moral compass to prepare youngsters for competencies and an entrepreneurial mindset;
- Diversity and inclusiveness as intrinsic criteria for ethical orientation in learning;
- Academic leadership as a pivot for innovative thrust and "corporate mission";
- Peer review and credential record keeping as a long-term basis for anchoring reputation and quality benchmarking;
- Accepting "space" rather than "place" as a metaphoric horizon for innovative trends; instead of defending institutional territories, the power of higher education becomes "entering the conceptually unexplored";
- Accepting serendipitous and bricolage pragmatics in educational design; the top-down design hegemony tends to be complemented by situational factors like momentary priorities that teachers, students and its future employers impose on today's curricula and job relevancies.

In conclusion, the book before you has the potential to be your ideational mentor for the coming decade; its thematic scope offers the major just-in-time road map for tomorrow's academia.

May I wish you courage and care in its further implementation.

*Piet Kommers*

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## **Foreword**

*Piet Kommers is an early pioneer in media for cognitive- and social support. Since 1982 he developed educational technology for teacher training. His main thesis is that technology is catalytic for human ambition and awareness. His main function is associate professor in the University in Twente, The Netherlands and adjunct/visiting professor in various countries. He instigated and coordinated the NATO Advanced Research Workshop on Cognitive Technologies in 1990 and a large series of Joint European Research Projects in: authoring multimedia, web-based learning, teacher education, virtual 3d worlds, constructivist learning, social media, web-based communities and international student exchange. UNESCO awarded his work in ICT for Education in Eastern Europe with the title of Honorary Professor. The Capital Normal University in Beijing awarded his work with the title of Honorary Doctor. He is member of advisory boards in ministries of education and academia of sciences in Singapore, Finland and Russia. His books and journal articles address the social and intellectual transformations at each transition from “traditional” into the “new” media. Instead of regarding media as extrapolating, supplanting, vicarious or even disruptive, Piet’s view is that new media elicit and seduce both individuals and organizations to reconsider human nature and challenge existential awareness at that very moment.*