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Online course based on LinkedIn learning and Teams

INTRODUCTION

In Arcada UAS as part of the Creathon project, we developed a new type of course model for a group of MA's with diverse background both in terms work and nationality. "Media Innovations" was an online course using LinkedIn Learning courses as modules, webinars (flipped classroom) and readings. The students did nethnographic research and application of human centered design. The role of the teacher was such of 1. a curator of the LinkedIn Learning content as the job was to identify relevant ready made courses, 2. webinar facilitator, 3. Human Centered Design coach, and 4. Supervisor and evaluator for the written assignments.

We learned that using the "external" courses on LinkedIn Learning created a less hierarchical 'classroom' situation where students questioned authority and assumptions more openly. In traditional lectures where either we or external experts lecture the discussion does not reach such a level of criticality. Now the students also had time to attend the courses flexibly, and they could digest and reflect the content. For your own team in your institution using LinkedIn Learning means that they are "replaced" by someone else. We encountered scepticism and criticality from certain members, for example one that questioned some of the lecturers on LinkedIn Learning for being either not critical enough or targeted to the corporate audiences (e.g. a lecture by Jonathan Reichental, Ph.D. who is an award-winning technology leader and teaches classes at University of California, Berkeley, and at the University of San Francisco).

We however noticed that the content of what these experts teach was very much the same as some of our "in-house" experts on AI at Arcada. As a teacher having these lectures helped us to focus on developing the critical skills of our students, as well as help them appreciate but also "translate" trends and technology to their own practice and organization.

WHERE IT CAN BE APPLIED?

The method could be applied on a large scale for many learning purposes, but LinkedIn Learning is based on a license so either the student pays for that or the UAS.

In this case, the course was built to answer the challenge of ICT adoption in the creative sector. A challenge in terms of ICT adoption in the welfare state Finland, is that the technology largely stems from somewhere else. In principle a platform ecosystem allows all kinds of newcomers to enter, but this many times implies integrating ICT and algorithms that build on specific ideologies and business models. For example, virtually all digital platforms are dependent on an infrastructural core of the platform ecosystem dominated by the 'American Big Five', i.e. Apple, Amazon, Alphabet, Microsoft and Facebook (van Dijck, et al., 2018). This core is only counterbalanced by the China based and controlled ecosystem (Tencent, Alibaba, Baidu, and J.D. Com). For instance, a big platform like Airbnb embeds Google Maps into its infrastructure, while Netflix relies on Amazon Web Services.

Brian Larkin (2013), depicts how a technical system first, originates in one place, growing in response to particular ecological, legal, political, and industrial techniques native to that area. As the system grows into a networked infrastructure, it must, according to Larkin, "move to other places with differing conditions, technological standards, and legal regulations, elaborating techniques of adaptation and translation" (p. 330).

Thus, the dilemma for actors from the creative sector is to assess if technology, but also these ideologies and business models are compatible with the values and strategies of organizations (public and private) operating here.

COMPETENCE DEVELOPMENT TARGETS

The course aimed at developing several professional competences:

- identifying the opportunities of innovations and technological development and their impact regarding culture and media organizations and work
- harnessing technology and the potential of digitalization in cultural and media management - analyzing the effects of trends and technology in order to utilize them in your work as an expert.
- Assessing, adopting and translating technology using critical thinking competence

Learning outcomes and skills covered in the LinkedIn courses include (selected):

1. History of the four industrial revolutions
2. What has changed in science and culture
3. Core technologies: AI, Internet of Things, Platform ecosystems, and more
4. Impact of the fourth industrial revolution
5. Digital strategy & Digital Transformation
6. Systematic Inventive Thinking, a method based on five techniques that allow you to innovate on demand.
7. Comparing critical and strategic thinking
8. Minimizing bad judgements
9. Recognizing cognitive bias
10. Using counterfactual thinking
11. Overcoming loss aversion
12. Avoiding logical fallacies
13. Creating a culture of critical thinking
14. What are the different types of investors?
15. How to connect to investors
16. Knowing your pitch, your value, and your competition
17. Preparing the pitch
18. What happens after the pitch

COURSE STRUCTURE

The structure was based on 3 modules on LinkedIn Learning:

1. The fourth industrial revolution
2. Innovation & critical thinking
3. Communicating & pitching your idea

These modules include courses called: Foundations of The Fourth Industrial Revolution (Industry 4.0); Critical Thinking for Better Judgment and Decision-Making; Digital Strategy; Business Innovation Foundations; Designing a Presentation; Pitching to Investors (LinkedIn learning).

In addition to this the students read for example:

The Fieldguide to Human Centered Design (IDEO)
Lakhani, K. R. & Panetta, J. A., 2007. The principles of distributed innovation. *Innovations* 2(3), pp. 97-112.

Chesbrough, H. & Bogers, M., 2014. Explicating open Innovation: Clarifying an an Emerging Paradigm for Understanding Innovation. In: H. Chesbrough, W. Vanhaverbeke & J. West, eds. *New Frontiers in Open Innovation*. Oxford: Oxford University Press.

Barrett, M., Oborn, E. & Orlikowski, W., 2016. Creating Value in Online Communities: The Sociomaterial Configuring of Strategy, Platform, and Stakeholder Engagement. *Information Systems Research*, 27(4), pp. 704-723.

Kornberger, M., 2016. The visible hand and the crowd: Analyzing organization design in distributed innovation systems. *Strategic Organization*, pp. 1-20.

Kozinets, R., 2002. The field behind the screen: Using netnography for marketing research in online communities. *Journal of Marketing Research*, 39(1), pp. 61-72.

The students study the courses and they are discussed and analysed in webinars. The focus in the discussions is on insights from the courses in terms of both understanding theory and potential implications for the students own practice and organization.

The LinkedIn courses, webinars and the readings are the basis for 4 individual assignments where the students explore online innovation communities, apply innovation theory by developing a prototype (preferably to the own organization), dig deeper into theory and learn to problematize and question assumptions in line with Critical Thinking (LinkedIn Learning) and the recommendations of Alvesson, M. & Sandberg, J., 2011. Generating research questions through problematization. *Academy of Management Review*, 36(2), p. 247–271.

Tools you need: LinkedIn Learning, Teams (and Zoom optional), the internet, good teachers.

MORE INFORMATION

LinkedIn learning. www.linkedin.com/learning.

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