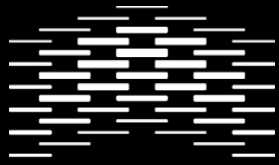


Bulgarian Erasmus + National Agency "Human Resource Development centre", project "BG Teaching innovation tools in higher education",  
University of Chemical Technology and Metallurgy, Sofia 30 May 2017

# ***How to improve teaching and learning skills in Bulgarian higher education institutions***

Robert W. Vaagan, PhD  
Department of Journalism and Media Studies  
Faculty of Social Sciences  
Oslo and Akershus University College of Applied Sciences (HiOA)

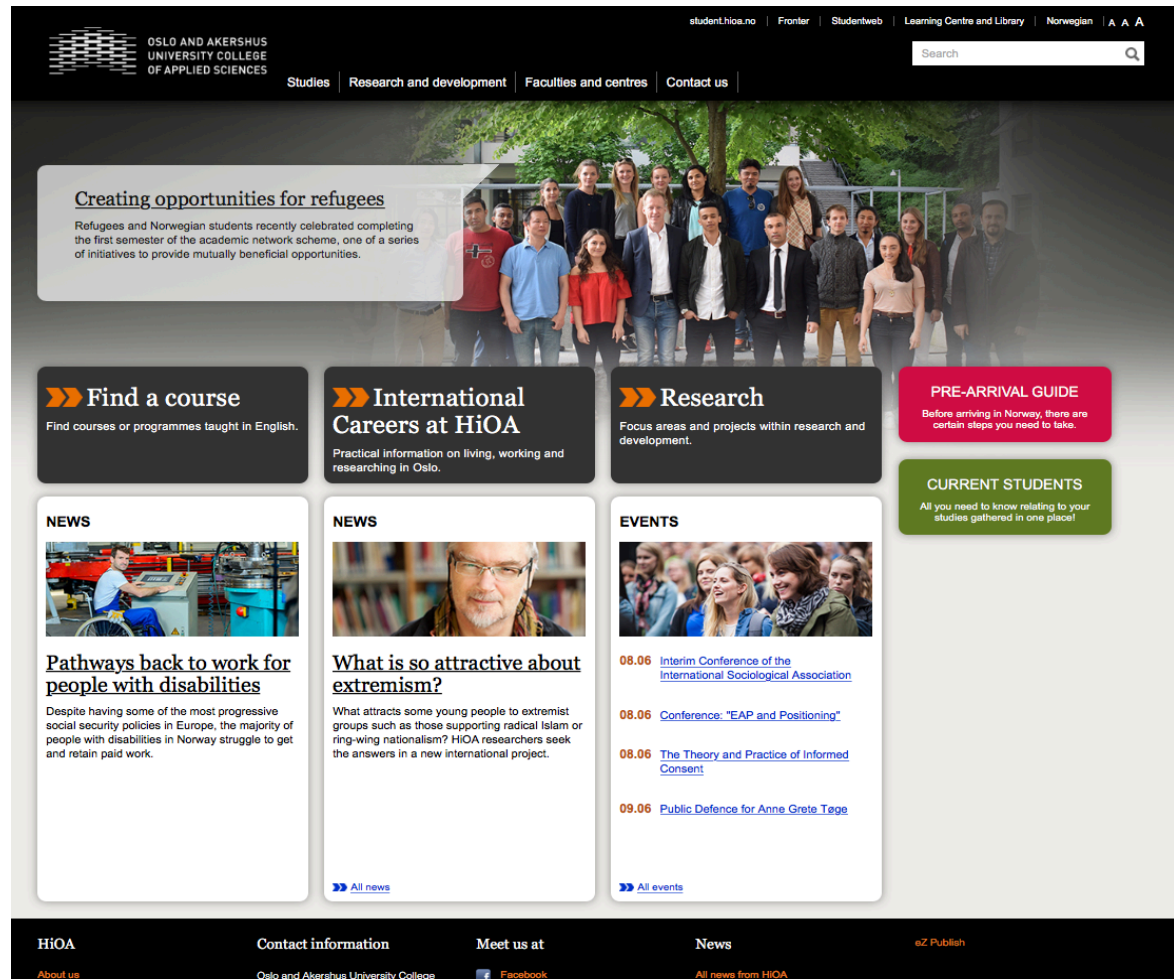
28.5.17 RV



HØGSKOLEN I OSLO  
OG AKERSHUS

# HiOA – a glance

- 3rd largest HEI in Norway
- State institution, funded by Ministry of Education and Research
- 20,000 students, 2,500 staff
- 50+ BA programs, 30+ master and 6 PhD programs
- 4 faculties, several centres and research labs
- Applied March 2017 for full university status
- Core values: Education, diversity, innovation



The screenshot shows the HiOA website homepage. At the top, there is a navigation bar with the university logo and name, 'OSLO AND AKERSHUS UNIVERSITY COLLEGE OF APPLIED SCIENCES', and a search bar. Below the navigation bar, there is a large banner image of a group of people standing outdoors. A text box on the banner reads: 'Creating opportunities for refugees. Refugees and Norwegian students recently celebrated completing the first semester of the academic network scheme, one of a series of initiatives to provide mutually beneficial opportunities.'

Below the banner, there are several featured sections:

- Find a course**: Find courses or programmes taught in English.
- International Careers at HiOA**: Practical information on living, working and researching in Oslo.
- Research**: Focus areas and projects within research and development.
- PRE-ARRIVAL GUIDE**: Before arriving in Norway, there are certain steps you need to take.
- CURRENT STUDENTS**: All you need to know relating to your studies gathered in one place!

Below these sections, there are three columns of news and events:

- NEWS**: Pathways back to work for people with disabilities. Despite having some of the most progressive social security policies in Europe, the majority of people with disabilities in Norway struggle to get and retain paid work.
- NEWS**: What is so attractive about extremism? What attracts some young people to extremist groups such as those supporting radical Islam or ring-wing nationalism? HiOA researchers seek the answers in a new international project.
- EVENTS**: 08.06 Interim Conference of the International Sociological Association; 08.06 Conference: "EAP and Positioning"; 08.06 The Theory and Practice of Informed Consent; 09.06 Public Defence for Anne Grete Tøge.

At the bottom of the page, there is a footer with links for HiOA, Contact information, Meet us at, News, and eZ Publish.

Source: <http://www.hioa.no/eng/>

# Robert W. Vaagan, PhD

— President IAICS 2017-19  
(International Association for Intercultural Communication Studies)

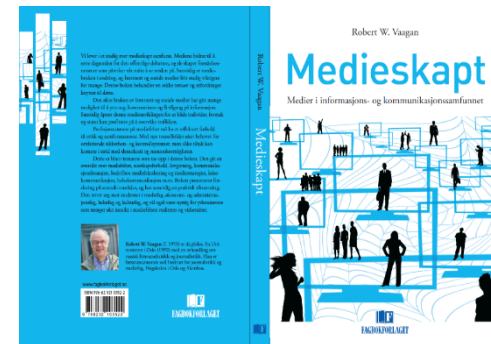
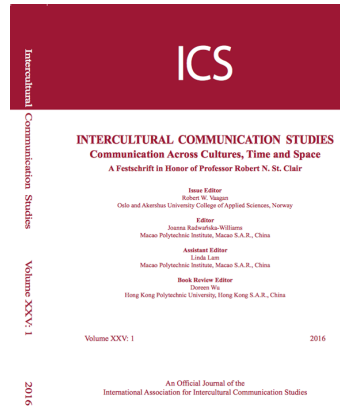
— Vice Chairman, National Council for Media Studies 2009-13

— Leader 2013 – today of R&D group Media entrepreneurship and innovation (MEI)

Contracted 2013-16 by Croatian Agency for Science and Higher Education (ASHE) as international expert to visit and accredit research and education institutions (incl. teaching and research programmes at BA, MA and PhD level), following Croatia's EU membership from 1 July 2013.

— Contracted 2016 by Croatian Ministry of Science, Education and Sport as expert consultant in World Bank-funded project to restructure Croatian research institute sector involving 28 research institutions

— <https://www.hioa.no/tilsatt/robertv>



# International documentation about Bulgarian higher education

Accessibility A- A A+ A

enic-naric.net  
gateway to recognition of academic and professional qualifications

Contact details - Restricted Area

Search in the site:  Start searching

home > Bulgaria

**Bulgaria**

**You need information on recognition issues as**

- Higher Education Institution [More details](#)
- Credential evaluator [More details](#)
- Employer [More details](#)
- Individual wishing to study/work abroad [More details](#)

**National Information Centres**

**Национален център за информация и документация (НАЦИД)**  
National Centre for Academic Recognition and Mobility  
National Centre for Information and Documentation (NACID)  
52a "D-r G.M.Dimitrov" Blvd.  
1125 Sofia, BULGARIA  
Phone: +359-2-817-38-24  
Fax: +359-2-971-31-20  
E-mail: [naric@nacid.bg](mailto:naric@nacid.bg)  
Web Site: <http://www.nacid.bg/>  
Contact person: Ms. Vanya Grashkina, Executive Director, NACID

**SELECT A COUNTRY**

- Albania
- Andorra
- Armenia
- Australia
- Austria
- Azerbaijan
- Belarus
- Belgium
- Bosnia and Herzegovina
- Bulgaria
- Canada
- Croatia
- Cyprus
- Czech Republic
- Denmark
- Estonia
- Finland
- France
- Georgia
- Germany
- Greece
- Holy See
- Hungary
- Iceland
- Ireland
- Israel
- Italy
- Kazakhstan
- Latvia
- Liechtenstein
- Lithuania
- Luxembourg
- Malta
- Moldova

## National education bodies

**Национална агенция за оценяване и акредитация**  
National Evaluation and Accreditation Agency  
Link(s): [English](#), [Bulgarian](#)

**Министерство на образованието и науката**  
Ministry of Education and Science  
Link(s): [Bulgarian](#)

**Център за развитие на човешките ресурси**  
Human Resource Development Centre  
Link(s): [Bulgarian](#)

**Национална агенция за професионално образование и обучение**  
National Agency for Vocational Education and Training  
Link(s): [English](#), [Bulgarian](#)

**Център за контрол и оценка на качеството на образованието**  
Center for Control and Assessment of the Quality in Education  
Link(s): [Bulgarian](#), [English](#)

[Go to top](#)

## System of education

**The Education System in Bulgaria**  
Link(s): [English](#), [French](#)

**The pan-European Researcher's Mobility Portal: Bulgarian National Research Mobility Portal**  
Link(s): [English](#), [Bulgarian](#)

Source: [http://www.enic-naric.net/bulgaria.aspx#anc03\\_9](http://www.enic-naric.net/bulgaria.aspx#anc03_9)



# Bulgarian university ranking

**Български** English Search Twitter Facebook Liker 1 k

Ministry of Education and Science  
**Bulgarian University Ranking System**

Home Universities Predefined rankings Custom rankings Compare Methodology Documents and Links About Us

**Ranking system**  
Bulgarian University Ranking System has been developed to support education service users in their choice of a university. The 2016 updated version of the system contains information on 51 accredited universities in Bulgaria, which offer education in a variety of majors that have been grouped into 52 professional fields. Depending on the individual priorities and needs of each user, the system allows for producing comparisons and rankings of different scope and type in each professional field. See more at "Documents and Links" page.

**Predefined rankings**  
These are rankings made for a particular pre-selected professional field, which have been developed by a team of experts based on a set of predefined indicators. In a standardized ranking the number of indicators and their weight are preset and users cannot modify them. Before producing rankings of this type, experts study the weight of individual indicators for each group of users, and take into consideration the value of the collected data, as well as the number of selected indicators and the interrelation among them.

**Custom rankings**  
The system gives users an opportunity to produce their own custom rankings, based on their individual priorities and needs. In making their own custom rankings, users can select independently the indicators by which they wish to compare universities in a given professional field, as well as assign importance (weight) to each group of indicators to be considered in the final ranking.

**Universities in Bulgaria**  
The Universities section provides general information on the university of your choice, the professional fields it covers and the majors and degrees it offers. In addition, you can also extract indicator-based information on the selected university and on each professional field covered. In this section you can also find information on the progress made by the particular university according to the different editions of the ranking system since 2012.

**Compare**  
The *Ranking system* allows for comparisons not only between universities in the chosen professional field, but also between different professional fields within the Bulgarian higher education system, including career of graduates and relevance to the labor market. In 'Compare' you can find summarized information on professional fields, as well as data on the most common occupations and professions among graduates from different professional fields and universities in Bulgaria.

**Methodology**  
The ranking system compiles information and data for more than 100 indicators, which measure different aspects of university activities including teaching and learning, university environment, welfare and administrative services, science and research, prestige, career development, relevance to the labor market and regional engagement. The indicators have been developed based on statistical data collected from different sources, including sociological surveys. A full list of indicators and information on how they have been developed are available under "Documents and Links".

Twitter Facebook Liker 1 k

The web-portal was created with the financial support of Operation Programme "Human Resources Development" under project BG051PO001/3.2.04-0001 "Development of Ranking System of Higher Education Institutions in Republic of Bulgaria" implemented by the Higher Education Directorate at the Ministry of Education and Science. The contents of this site in no circumstances must be regarded as an official position of the European Union.

ECF

Source: <http://rsvu.mon.bg/rsvu3/?locale=en>

# Methodology - indicators



PROJECT BG051P001-3.2.04-001  
**"DEVELOPMENT OF THE UNIVERSITY RANKING SYSTEM"**  
*The project is being implemented with the financial support of  
 the Human Resource Development Operational Programme  
 co-funded by the European Social Fund of the European Union*



*Investing in your future!*

## BULGARIAN UNIVERSITY RANKING SYSTEM 2015

### METHODOLOGY

OSI-MBMD-S CONSORTIUM

October 2015

1



PROJECT BG051P001-3.2.04-001  
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### Contents

University Ranking System 2015 .....	6
Indicators of the University Ranking System .....	6
Predefined and custom rankings .....	7
Assigning weights in predefined rankings .....	7
General information on universities .....	9
Sources of information .....	10
Comparison with previous versions .....	11
Calculating results .....	12
Limitations and exceptions .....	13
Placing a given university in a given professional field "below the line" .....	13
Missing data for a given indicator .....	14
Limitations in developing indicators on science and research based on data from the Scopus and Web of Science databases .....	14
Students not allocated to professional fields .....	17
Universities whose status has changed in 2015 .....	18
Exceptions with regard to accreditation assessment grades .....	18
Verification of the AdminUni data .....	19
List of majors offered in universities .....	19
Prestige indicators .....	19
Indicators for relevance to the labor market .....	20
Exceptions in calculating the secondary education diploma GPA indicator .....	20
How to use the rankings .....	20
Appendix I. Description of the Indicators in the Bulgarian University Ranking System .....	22
Group "Teaching and learning" .....	23
Indicator "Program accreditation" .....	23
Indicator "Institutional accreditation" .....	23
Indicator "Satisfaction with teaching and learning" .....	24
Indicator "Participation in internships" .....	25
Indicator "Support for participation in internships" .....	25
Indicator "Intern selection" .....	26
Indicator "Student load" .....	26
Indicator "International mobility" .....	26
Indicator "Assessment of mobility opportunities" .....	27
Indicator "Bachelor level majors" .....	27
Indicator "Master level majors" .....	27
Indicator "Regulated majors" .....	28
Indicator "Exclusivity of teaching staff" .....	28

2



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Indicator "Weight of teaching and learning according to professors" .....	28
Indicator "Intensity of teaching" .....	29
Group "Science and research" .....	29
Indicator "University citation index (Scopus)" .....	29
Indicator "University citation index (Web of Science)" .....	30
Indicator "Citation index by scientific area (Scopus)" .....	30
Indicator "Citation index by scientific area, excluding self-citations (Scopus)" .....	30
Indicator "Citation index by scientific area (Web of Science)" .....	30
Indicator "Average number of citations per paper (Scopus)" .....	31
Indicator "Average number of citations per paper (Web of Science)" .....	31
Indicator "Papers with at least one citation (Scopus)" .....	31
Indicator "Papers with at least one citation (Web of Science)" .....	32
Indicator "Articles in scientific journals (Scopus)" .....	32
Indicator "Articles in scientific journals (Web of Science)" .....	32
Indicator "Efficiency improvement index (Scopus)" .....	32
Indicator "Efficiency improvement index (Web of Science)" .....	33
Indicator "Student involvement in science and research" .....	33
Indicator "Support for student involvement in science and research" .....	34
Indicator "Ph.D. programs in the professional field" .....	34
Indicator "Doctoral-to-undergraduate and graduate students ratio" .....	35
Indicator "PhD programs in the university" .....	35
Indicator "Total funds for science and research per student" .....	35
Indicator "Funds attracted for science and research per student" .....	35
Indicator "Weight of science and research according to professors" .....	36
Indicator "Intensity of science and research" .....	36
Indicator "Use of scientific products and services by employers" .....	37
Group "Teaching and learning environment" .....	37
Indicator "Satisfaction with the teaching and learning environment" .....	37
Indicator "Stock in trade" .....	38
Indicator "Equipment" .....	39
Indicator "Library stock per student" .....	39
Indicator "Rate of library stock use" .....	39
Indicator "Availability of information resources" .....	39
Indicator "Teaching premises" .....	39
Indicator "Weight of teaching and learning environment according to professors" .....	40
Group "Welfare and administrative services" .....	40
Indicator "Scholarships" .....	41

3

Source: <http://rsvu.mon.bg/rsvu3/?locale=en>

# Methodology - indicators



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## Investing in your future!

Indicator "Satisfaction with social and living conditions and administrative services"	41
Indicator "Administration's assessment of social and living conditions and administrative services"	42
Indicator "Student housing"	44
Indicator "Weight of welfare and administrative services according to professors"	44
Group "Prestige"	45
Indicator "Secondary education diploma GPA"	45
Indicator "Foreign students"	45
Indicator "Prestige among students"	45
Indicator "First preference"	46
Indicator "Satisfaction with the choice made"	46
Indicator "Prestige among employers"	46
Indicator "Prestige among professors"	47
Indicator "Weight of prestige according to professors"	47
Group "Career and relevance to labor market"	48
Indicator "Unemployment among graduates"	48
Indicator "Applicability of degree acquired and realization at one's chosen profession"	48
Indicator "Applicability of degree acquired"	49
Indicator "Contribution to the social security system"	49
Indicator "Graduates' insurance income"	50
Indicator "Graduates' taxable income"	50
Indicator "Ratio of graduates' insurance income to the average salary for the region"	50
Indicator "Regional importance"	51
Indicator "Regional realization"	51
Indicator "Regional realization at a position requiring university education"	51
Indicator "Unemployment among graduates vs. the average unemployment rate for the administrative region where the university is located (ratio)"	52
Indicator "Unemployment among graduates vs. the average unemployment rate for the administrative region where the university is located (difference)"	52
Indicator "I gained confidence that I will succeed in life"	52
Indicator "I created important contacts and friendships"	53
Indicator "Weight of career development according to professors"	53
Information Indicators	54
Indicator "Number of students at the university"	54
Indicator "Number of students in the professional field"	54
Indicator "Number of professors employed under permanent employment contracts"	54
Indicator "Total funds for science and research"	54
Indicator "Library stock"	54



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**"DEVELOPMENT OF THE UNIVERSITY RANKING SYSTEM"**  
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Indicator „Professors' assessment of material conditions"	55
Indicator „Professors' assessment of administrative services"	55
Indicator "Theoretical knowledge"	56
Indicator "Practical training"	56
Indicator "Teaching"	57
Indicator "Student assessment"	58
Indicator "Assessment of material conditions"	59
Indicator "Class schedule"	59
Indicator "Library stock assessment"	60
Indicator "Satisfaction with social and living conditions"	61
Indicator "Administration's assessment of social and living conditions"	61
Indicator "Students assessment of administrative services"	62
Indicator "Self-assessment of administration at the university"	63
Indicator "Career development support"	64
Additional Indicators	65
Indicator "Graduates' assessment of theoretical knowledge"	65
Indicator "Assessment of the applicability of acquired knowledge and skills into practice"	65
Indicator "Expected net increase in the demand for human resources"	65
Indicator "Expected increase in the demand for human resources"	65
Indicator "Demand for human resources among employers"	66
Indicator "Average number of students by professional field"	66
Indicator "Share of students in private universities"	66
Information on graduates' professions and positions	66
Appendix II: Matrix of matches between professional fields and scientific areas in the Scopus international database, used in the Bulgarian University Ranking System 2014.	67
Appendix III: Algorithm for collecting data from the Scopus international database	72
Appendix IV: Matrix of matches between professional fields and subject areas in the Web of Science international database, used in the Bulgarian University Ranking System 2014.	73

Source: <http://rsvu.mon.bg/rsvu3/?locale=en>

# Comparisons

Български English Search

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Home Universities Predefined rankings Custom rankings **Compare** Methodology Documents and Links About Us

Compare

This section contains comparative information on professional fields in Bulgarian higher education. Data are aggregated at national level. Information about occupations of graduates is represented both at national level and for specific universities.

Professional fields' data Compare by indicators General comparison by indicators Trends Professions and Occupations

Professional fields of higher education in Bulgaria.  
Select a professional field to view the data for the indicators.

Professional field indicators « Administration and Management »

Teaching and Learning	
Participation in internships	35.69
Student load	23.26
International mobility	8.56
Number of students in the particular professional field	23 305
Average number of students in the particular professional field	932
Graduated students	71.84
Share of students in private universities	46.75
Science and research	
Student involvement in science and research	43.42
Doctoral-to-undergraduate and graduate students ratio	0.96
Prestige	
Secondary education diploma GPA	4.85
Satisfaction with the choice made	75.47
Foreign students	1.88
Career relevance to labor market and regional importance	
Attractiveness of the professional field for potential students in the region (NUTS 3)	22.66
Attractiveness of the professional field for potential students in the region (NUTS 2)	36.94
Graduates' taxable income	1 108.06
Graduates' insurance income	1 020.27
Unemployment among graduates	3.89
Applicability of degree acquired	36.54
Applicability of degree acquired	36.58
Contribution to the social security system	77.50
Ratio of graduates' insurance income to the average for the district (or the region)	1.10
Assessment of graduates' theoretical knowledge	6.99
Assessment of graduates' ability to implement acquired knowledge and skills in practice	6.28
Expected net increase in the demand for specialists	21.37
Expected increase in the demand for specialists (graduated in the particular professional field)	27.11
Demand for specialists	21.00

Български English Search

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Compare

This section contains comparative information on professional fields in Bulgarian higher education. Data are aggregated at national level. Information about occupations of graduates is represented both at national level and for specific universities.

Professional fields' data Compare by indicators General comparison by indicators Trends Professions and Occupations

Select one professional field and up to 5 universities in which it is taught to compare changes of the values for indicators in the different editions of the ranking system.

Professional field: Communication and Computer Technology  
Indicator: Student assessment

Assessment on a 0-to-10 scale obtained through a survey among students in the professional field in the particular university on the availability of clear student assessment criteria and procedures, and their application by professors.

Universities

- Angel Kanchev' Rousse University
- Konstantin Preslavsky' Shumen University
- Neofit Rilski' South-West University - Blagoevgrad
- Paisii Hilendarski' Plovdiv University
- Prof. Assen Zlatarov' University - Burgas
- Todor Kableshkov' Higher School of Transportation- Sofia
- Vasil Levski' National Military University - Veliko Tarnovo
- Burgas Free University
- Higher School of Telecommunications and Post - Sofia
- New Bulgarian University
- Technical University of Gabrovo
- Technical University of Sofia
- Technical University of Varna
- University of Food Technology - Plovdiv

Communication and Computer Technology, Student assessment

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This web-portal was created with the financial support of Operation Programme "Human Resources Development" under project BG05 (POSD) 3.2.2(04-0001) "Development of Ranking System of Higher Education Institutions in Republic of Bulgaria" implemented by the Higher Education Directorate at the Ministry of Education and Science. The contents of this site in no circumstances must be regarded as an official position of the European Union.

Source: <http://rsvu.mon.bg/rsvu3/?locale=en>

# European Qualifications Framework

## Descriptors defining levels in the European Qualifications Framework (EQF)

Each of the 8 levels is defined by a set of descriptors indicating the **learning outcomes** relevant to qualifications at that level in any system of qualifications

EQF Level	Knowledge	Skills	Competence
	<b>In the context of EQF, knowledge is described as theoretical and/or factual.</b>	<b>In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking), and practical (involving manual dexterity and the use of methods, materials, tools and instruments)</b>	<b>In the context of EQF, competence is described in terms of responsibility and autonomy.</b>
Level 1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
Level 5 <sup>[1]</sup>	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
Level 6 <sup>[2]</sup>	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
Level 7 <sup>[3]</sup>	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research  Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8 <sup>[4]</sup>	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

### Compatibility with the Framework for Qualifications of the European Higher Education Area

The Framework for Qualifications of the European Higher Education Area provides descriptors for cycles. Each cycle descriptor offers a generic statement of typical expectations of achievements and abilities associated with qualifications that represent the end of that cycle.

1. The descriptor for the higher education short cycle (within or linked to the first cycle), developed by the Joint Quality Initiative as part of the Bologna process, corresponds to the learning outcomes for EQF level 5.
2. The descriptor for the first cycle in the Framework for Qualifications of the European Higher Education Area corresponds to the learning outcomes for EQF level 6.
3. The descriptor for the second cycle in the Framework for Qualifications of the European Higher Education Area corresponds to the learning outcomes for EQF level 7.
4. The descriptor for the third cycle in the Framework for Qualifications of the European Higher Education Area corresponds to the learning outcomes for EQF level 8.



# General recommendations

- Globalization and two-way mobility
- Plan for physical exchanges and online courses
- Use EU membership possibilities: Erasmus + and Horizon 2020
- Encourage students and staff to apply for Erasmus + mobility exchanges, develop ability to receive incoming students and staff
- Develop language skills and offer courses in several languages (German, French, English, Spanish etc)
- Offer courses in several languages
- Publish internationally

# Careers in Media Studies

Aftenposten announced in December 2012 jobs for «digital heads» (i.e. non-journalists)

Former student Louise Fuchs (right) employed 2013 as digital expert in Norway's largest private media enterprise Schibsted Media Group, and promoted January 2017 to Director, Internal Communications, responsible for 30 countries/markets

Former student Rune Haugestad (left), digital consultant, With his own enetrprise, has lectured regularly on my courses since graduation in 2010.



## Vi søker flere digitale hoder

**Før leste du Aftenposten. Nå ser, lytter, føler, deler og spiller du Aftenposten også. Overallt. Dine leservaner endrer seg. Vi skal ikke bare følge etter, vi skal lede an. Derfor har vi som mål at Norges største papiravis skal bli Norges beste digitale nyhetsformidler. Vi styrker vår digitale satsing og søker 17 kreative og engasjerte medarbeidere.**

<p><b>REDAKSJONEN</b> <b>Produsent og produkt-ansvarlig AftenpostenTV</b></p> <p>Du blir sentral i videou utviklingen av AftenpostenTV og skal blant annet jobbe med innholdsdesignerpter vieren det daglige nyhetsredigering og skapere produktionsmiljøer, samt tilrettelegge for finansiering av prosjekter. Du skal også forvalte AftenpostenTVs anskaffelse. Du er sterk med kommersiell telt og god gjennomføringsevne</p>	<p><b>REDAKSJONEN</b> <b>Videojournalist og produksjonstekniker</b></p> <p>En stilling for deg som har litt erfaring med videojournalistikk og produksjonsteknikk. Som videojournalist jobber du på alle typer saker, og får muligheten til jobber som foragtal på direkteberedning. I tillegg får du ansvar for produksjonsteknikk og produksjonstiltak i videoredaksjonen. Du er alltid med teknisk ern og journalistisk telt.</p>	<p><b>REDAKSJONEN</b> <b>Video-journalist</b></p> <p>Du jobber godt både selvstendig og i tett samarbeid med andre journalister. Du deklarer alle mulige saker: både nærmerne, kolleger og fjaktige og engasjerte, og du vil bli en del av viktig satsingsområde i teltet vekt. Du er idetisk og alltid med journalistisk telt.</p>
<p><b>ANNONSESEKSJONEN</b> <b>Kommersiell produksjef AftenpostenTV</b></p> <p>Stillingen som annonsesjef for AftenpostenTV er spennende og krever en sikkerlig digital post med annonsering på web-tv og markedsføringsbakgrunn. Stillingen innebærer budsjett og innretning, og samtidig skal du jobbe sammen med markedsførere i utviklingen av kampanjer og ansvar for ide til publisering. Du er kreativ, har pågangsmot og er en dyktig prosjektleder.</p>	<p><b>REDAKSJONEN</b> <b>Front end webutviklere med nyhetsinteresse</b></p> <p>Derne er stillingen som gjør tradisjonelle webutviklere til moderne journalister. Du vil få en sentral plass i redaksjonen der du jobber med andre webutviklere, journalister og nyhetsredigere. Prosjektene er enten innovative eller lang-siktige, fellestetter er at du jobber på de viktigste sakene i Aftenposten. Du er idetisk, selvstendig og rasjonell.</p>	<p><b>REDAKSJONEN</b> <b>Webutvikler med nyhetsinteresse</b></p> <p>I denne stillingen kan du gi ny mening til kompetansen din som webutvikler. Du skal finne trender i komplekse datasett, lage interaktive infografikk og presentere nyheter på en ny og engasjerende måte. Du vil få en sentral plass i redaksjonen der du jobber med andre webutviklere, journalister og nyhetsredigere på de viktigste sakene i Aftenposten. Du er idetisk, selvstendig og strukturt.</p>
<p><b>AFTENPOSTEN MOBIL</b> <b>Kommersiell produksjef mobile plattformer</b></p> <p>Du ønsker å bidra til å utvikle Aftenpostens posisjon i det digitale annonsemarket. Du krever for å selge og ser nye muligheter, med entusiasme og høy energi. Du er initiativt, resultatorientert og samarbeid.</p>	<p><b>AFTENPOSTEN MOBIL</b> <b>Mobil-utviklere</b></p> <p>Vi trenger to mobilutviklere som har noen års fartstid med å lage både mobile tjenester og app-produkter. Dere blir en del av teamet som skal løse Aftenpostens nye mobilnett og utvikle nye, spennende app-tjenester for mobile plattformer. Du er kreativ, entusiastisk og har høy prestis.</p>	<p><b>AFTENPOSTEN MOBIL</b> <b>Tech lead/ Mobilutvikler web</b></p> <p>Du må ha erfaring med nye mobiltenester og app-produkter, ha evne til å lede andre og være nylere på å overbevise og begeistre. Du er opplyst av å levere høy kvalitet til arkiv telt. Du er kreativ, entusiastisk og har høy prestis.</p>
<p><b>ANNONSESEKSJONEN</b> <b>UX- / Interaksjons-designer</b></p> <p>Du skal være med på å utvikle nye digitale produktkon-septer for markedsføring og Etkend. Du vil jobbe tett med både kunder, selgere og andre Schibsted-eksperter med å utvikle løsninger og design som gir gode brukeropplevelser. Vi ser etter deg med erfaring fra brukerser-utvikling og relevant høyere utdanning. Du er målrettet, utadvendt og selvstendig.</p>	<p><b>ANNONSESEKSJONEN</b> <b>Kommersiell webutvikler</b></p> <p>Du har ansvar for digital salg og markedskommunikasjon rettet mot leasere. Du må ha bredt faglig digitalbakgrunn, god markedsforståelse og kunnskap om effektiv og målrettet kommunikasjon i alle digitale kanaler. Du er resultatbevisst med gode kommunikative egenskaper og høy gjennomføringskraft.</p>	<p><b>LESERMARKEDET</b> <b>Digital kampanjeleder</b></p> <p>Du har ansvar for drift og forvaltning for de mulighet til å bruke og forbedre prosesser og systemer. I tillegg foraktar du forskning og utvikling og sikrer optimal system-arkitektur. Du vil jobbe i en bestillermiljø med ekstern og intern tekniske underleverandører. Du er service-orientert, kvalitetsbevisst og løsningsorientert.</p>
<p><b>REDAKSJONEN</b> <b>Trafikk-utvikler</b></p> <p>Du vil spille en nøkkelrolle i arbeidet med digital produkt-utvikling og brukerbetinging i Aftenposten. Vi er etter deg som vil videreutvikle Aftenpostens digitale produkter ved å analysere trafik, teste og å se hvilke forbedringer som bør gjøres. Du er analytisk, engasjert, strukturt og god til å samarbeide</p>	<p><b>LESERMARKEDET</b> <b>Segmenterings-ansvarlig</b></p> <p>Du får hovedansvar for å tilrettelegge målgrupper og kundedata for kampanjer og CRM-aktiviteter. Basert på analyser og behov, skal du sikre vedlikehold og utvikling av databasen, og sette de produktansvarlige i å se sine mål. Du er nøyaktig, strukturt og har gode samarbeidsevner.</p>	<p><b>LESERMARKEDET</b> <b>System-koordinator</b></p> <p>Du har ansvar for drift og forvaltning for de mulighet til å bruke og forbedre prosesser og systemer. I tillegg foraktar du forskning og utvikling og sikrer optimal system-arkitektur. Du vil jobbe i en bestillermiljø med ekstern og intern tekniske underleverandører. Du er service-orientert, kvalitetsbevisst og løsningsorientert.</p>

**JAKTEN PÅ DE DIGITALE HODENE**

Les mer om stillingene og send inn søknad innen **6. januar 2013**. Søknader behandles fortløpende. Har du spørsmål om stillingene? Kontakt vår rådgiver Morten Edler Bay i Ekspert IT, tlf. 900 13 120. [www.ap.no/digitalehoder](http://www.ap.no/digitalehoder)

**Aftenposten**

# Media entrepreneurs and innovators

Solveig Bakken and Silje Kleven set up in autumn 2014 the student enterprise Revers Produksjon SB as part of my course MoK3000 Entrepreneurship and project management in the media business. The following spring 2016, they qualified for the finals in the Norwegian championship for student enterprises, arranged by The Confederation of Norwegian Business and Young Entrepreneurship Norway



Revers Produksjon 2016: <http://www.reversproduksjon.no>

# Media entrepreneurs and innovators

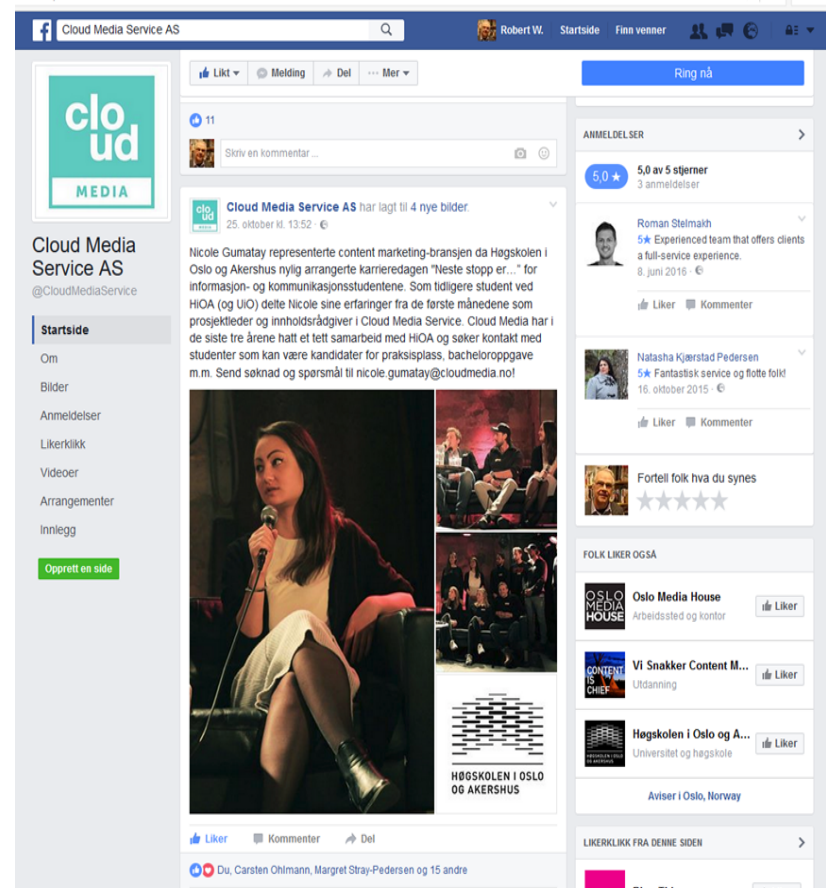
Kinza Ashraf, Bjørg Sabrin Timraz, Tilda Gautneb set up in autumn 2015 the student enterprise Xplicit Design SB as part of my course MoK3000 Entrepreneurship and project management in the media business. The following spring 2016, they qualified for the finals in the Norwegian championship for student enterprises, arranged by The Confederation of Norwegian Business and Young Entrepreneurship Norway



Xplicit Design (2016): <https://www.linkedin.com/company/xplicit-design>



# Alumni, mentor and career day



<https://www.facebook.com/groups/455670495643/?fref=ts>



# Research and development

## Entrepreneurship and innovation in media

Our research concentrates on media start-ups and innovation in a media environment typified by rapid changes in technology, stakeholders, markets and media usage.



## Research and networks

From 2013, the Norwegian government's qualification framework for higher education requires that all three levels (BA, MA and PhD) must ensure competencies in entrepreneurship and innovation. The research focus of MEI is therefore an important government priority in higher education and research. It is no coincidence that innovation, along with learning and diversity, are the three core values of Oslo and Akershus University of Applied Sciences (HiOA)

There is a vast corpus of literature dedicated to entrepreneurship and innovation. Today, the media landscapes and the entire communication sectors in most countries are typified by rapid and largely technology-driven changes, new stakeholders and markets, the emergence of new professions and roles, as well as new media usage preferences. The anthology R. Vaagan & J. Barland (Eds.) (2015) *Entreprenørskap og ledelse i media* analyzed these developments in 19 articles by 24 authors from most tertiary-level media programs in Norway. As shown by Westlund & Krumsvik (2014) and Vaagan (2015), research in MEI is strongly linked with our educational programs, as well as with the labour market. The next phase in our strategy is internationalization, to apply for further financing from the EU, to improve our publishing and thereby strengthen member competencies.

The most important international R&D project in MEI is the European Media Cloud Campus (EMCC), a 3-year (2015-17) Erasmus+ funded strategic partnership between media programs in Germany, the Netherlands, Turkey, Denmark and Norway. Through 20 workshops in partner countries (4 at HiOA), students and staff are creating an innovative environment for creative content production across languages and cultures. MEI also works with other networks, including Center for tværfaglig medieforskning (STM) headed by Prof. Dr. Arne H. Krumsvik, and The International Association for Intercultural Communication Studies (IAICS) where Associate Prof. Dr. R. Vaagan is President Elect 2017-19.

## Theory and methodology

MEI members largely draw on analytical frameworks linked with theories of agenda setting, framing, visual communication, media usage preferences, diffusion of innovation, networks, viral marketing and cultivation. Methodologies embrace both quantitative techniques (data sets, surveys, trend analysis) as well as qualitative techniques (content analysis, interviews, observation).

[Norwegian version](#)

### Members

[Robert Wallace Vaagan](#) (head)

arnehk

[Jon Petter Evensen](#)

[Carsten Ohlmann](#)

[Frode Nordås](#)

[Ragnhild Olsen](#)

[Ellen Lande Gossner](#)

[Bård Ketil Engen](#)

[Tonje Hilde Glæver](#)

[Louise Mifsud](#)

[Jorid Grimeland](#)

Professor Dr. Lars Rinsdorf,

Stuttgart Media University

Docent Raoul Boers,

Amsterdam University of

Applied Sciences

Associate Professor dr. Nazan

Haydari, Istanbul Bilgi

University

Assistant Professor Iva

Nenadic, University of Ossijek,

Kroatia (PhD candidate)

Assistant Professor Karolina

Dobrosz, University of Lodz,

Polen (PhD candidate)

### Contact information

[Robert Wallace Vaagan](#)

## Links with education and the labour market

### Entrepreneurship and innovation

MEI originated in the 5th semester course MoK3000 Entrepreneurship and project management in media (taught by R.Vaagan) which started in 2011 in the BA program in Media and Communication Studies. All Norwegian group members and many of our international members, include entrepreneurship and innovation in their teaching and research.

In Norway and in many of our international partner countries, entrepreneurship and innovation includes start-ups, cooperation with the labour market (public and private enterprises) regarding internships for students, change processes, technological developments, digitization and e-learning, media convergence, new professional roles, new media usage preferences, increased use of social media, tablets and smartphones etc.

In Norway, and in several of our international member countries, we work with a variety of external project mentors. In Norway these include Young Entrepreneurship Norway, and we have developed 200 internship arrangements with public and private sector enterprises. This has forged a strong commitment to entrepreneurship, innovation and labour market orientation in our programs.

HiOA/MEI 2017: <http://bit.ly/2dmb4IR>

# EU/IP 2011-14: Youth on the Move: Youth mobility and employment



Online Journal of Communication and Media Technologies  
Volume: 2 – Issue: 4 – October - 2012

## From Convergence to Connectivism: Teaching Journalism 2.0

Raoul Boers, Amsterdam University of Applied Science, Netherlands

Esra Ercan, Istanbul, Bilgi University, Turkey

Lars Rinsdorf, Stuttgart Media University, Germany

Robert W. Vaagan, Oslo and Akershus University College of Applied Science Norway

### Abstract

Media Convergence leads to fundamental changes in the journalistic field. This is a challenge not only for the news industry but also for teaching journalism at universities. Improved skills and competences are needed in multi-modal editorial planning and cross-channel development of news stories. This paper describes the main drivers of change in the news industry, discusses consequences for journalism and teaching, and offers an innovative didactical approach, which combines an interdisciplinary perspective with the concept of connectivism and cognitive apprenticeship. The consequences of convergence that affect journalism education are inspected under three sub-topics: the changes in the curricula, the changes in the courses syllabi, and the changes in the technological infrastructures of the academic institutions. It is pointed out, that recognizing connections and patterns to develop novel ideas and concepts is the core skill for individuals today. The paper shows, how that approach could be realized in an international 10-day-intensive program.

R.Boers, E.Ercan, L.Rinsdorf & R.Vaagan (2012).  
"From Convergence to Connectivism: Teaching Journalism 2.0". *Online Journal of Communication and Media Technologies*, 2 (4) 52-64  
<http://www.ojcm.net>

# Involving students

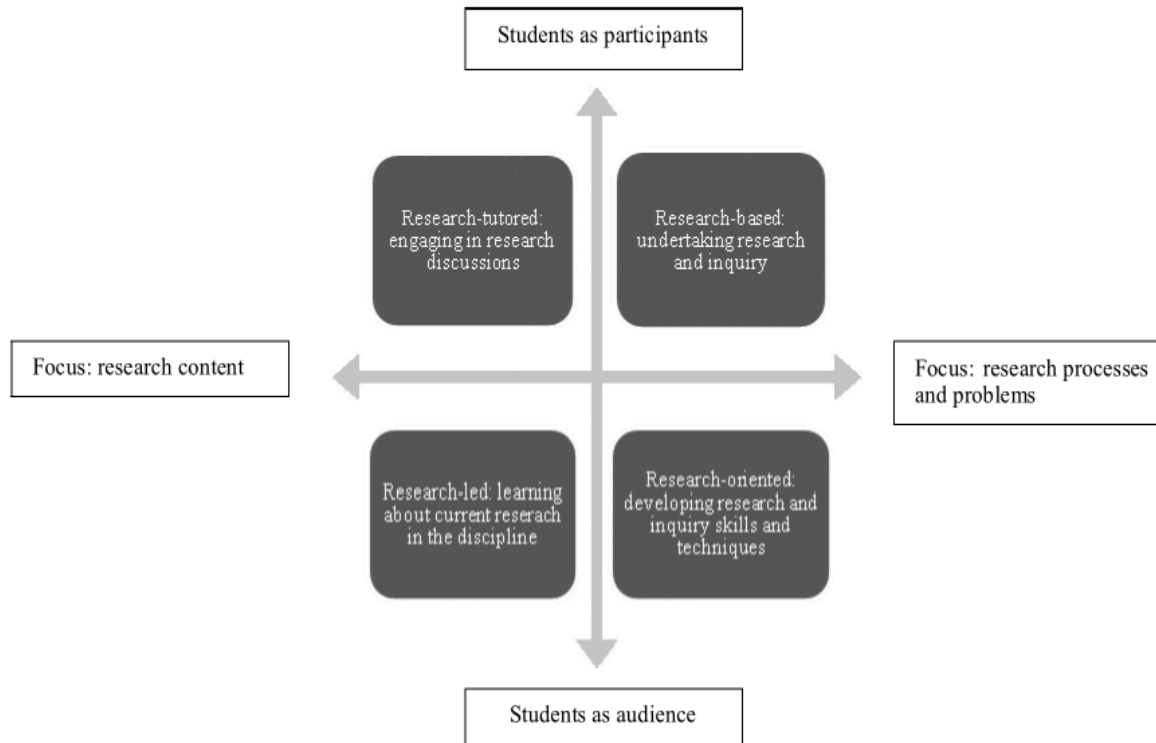
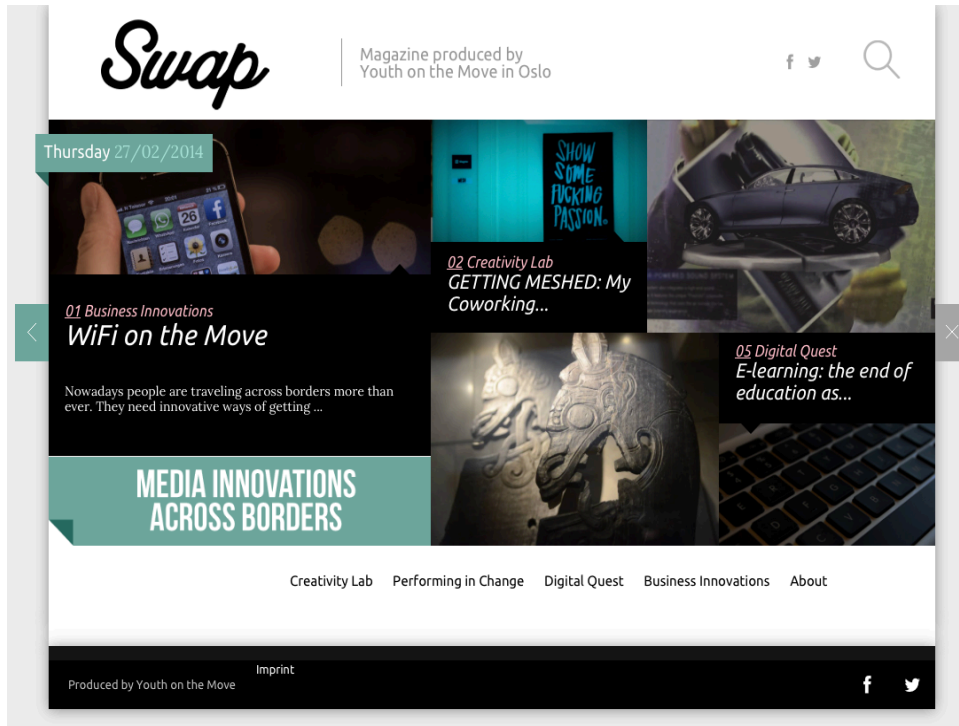


Figure 11. The Nature of Undergraduate Research and Enquiry  
(Adapted from Healey and Jenkins 2009:7)

# EU/IP 2011-14: Youth on the Move: Media innovations across borders



SWAP magazine (2014) <http://swap-magazine.com/>

Intercultural Communication Studies XXIII: 1 (2014)

VAAGAN & PASHEVICH

## Youth on the Move: A Multicultural European Online Magazine in a Global Media Environment

Robert VAAGAN

Oslo and Akershus University College of Applied Sciences, Norway

Ekaterina A. PASHEVICH

Moscow State Institute of International Relations, Russia

**Abstract:** Youth on the Move started as a three-year project 2013-2015 between 4 partner institutions in the Netherlands, Germany, Turkey and Norway. Students and staff in media-related disciplines from the four countries set out to develop an online magazine to cover issues such as education, employment and mobility. The project is financed by the European Union, as part of the EU2020 smart growth strategy. It is organized as a series of annual intensive programmes, or IPs, held in February each year in one of the partner countries. This paper is divided into two parts. Part 1 outlines the EU2020 strategy, the project and partner institutions and the first IP in Amsterdam in February 2013. We also consider theoretical and practical aspects of online magazine narratives in today's multimedia global environment, and introduce student productions from Youth on the Move. Part 2 analyzes the outcomes of the first IP held in Amsterdam in February 2013, based on student evaluations and interviews with staff. A brief note is added on the recently completed second IP in Oslo in February 2014. Finally, changes in EU higher education policy that will affect the third IP in Stuttgart in 2015 are taken into account.

**Keywords:** Youth, online magazine, cross-media narratives, global media, innovation, education, mobility

R.Vaagan & E.Pashevich (2014). "Youth on the Move: an online European magazine in a global media environment". *Intercultural Communication Studies*, 23 (1) 125-145.

<http://www.uri.edu/iaics/content/2014v23n1/>



Erasmus+ strategic partnership financed by DAAD/EU with 5 partners in Media Studies. EMC2 one of 12 projects selected among 57 applicants in Germany summer 2014

- Stuttgart Media University, Germany
- Amsterdam University of Applied Sciences, Netherlands
- Istanbul Bilgi University, Turkey
- HiOA, Norway
- Danish School of Media and Journalism, Denmark

EMC2 Mission statement: The EMC2 is a cloud-based innovative learning environment that enables students to continually develop their competences to pro-actively participate in a disruptive media landscape.

EMC2: <http://www.mediaclooudcampus.eu>

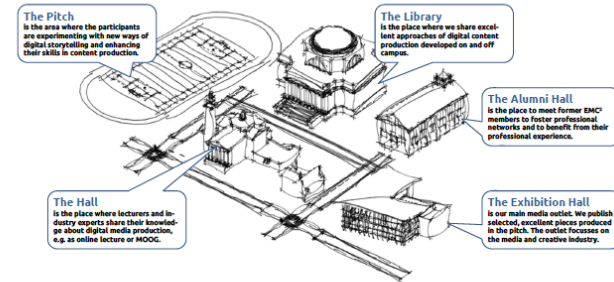


## EMC European Media Cloud Campus

We are creating a learning environment that enables students to participate actively in a disruptively changing media industry.

### Our Campus

The EMC2 is a digital learning environment that allows learners to collaborate remotely to develop innovative ways of digital storytelling.



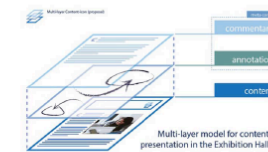
### Our Activities

We're building the EMC2 collaboratively with our students in 20 workshops. These workshops address core challenges in five major fields:

Area	Management	Technology	Content	Legal Issues
2014	Production Technology	Learning and Content	Content Strategy	Copyright
2015	Self-Reflection	Learning and Content	Case	Copyright
2016	Peer-Review	Planning & Marketing	Open and Online	Copyright
2017	Online	Workflows	Collaborative Production	Copyright
2018	Online to Offline	Content	Mobile media/ Open	Copyright & Ethics
2019	Content Strategy	Production	Content	Copyright & Ethics

### Our Didactical Approach

Participating in the EMC2 is more than producing content. It's also about sharing knowledge and reflecting your own learning process.



Rinsdorf, Kirklar, Nina, Christensen & Vaagan (2016). "The European Cloud Media Campus Project." *Intercultural Communication Studies*, 25 (1) 243-257 <http://web.uri.edu/jaics/2016-vol-25-no-1/>



# EMC2 stage 2: 2018-20

Erasmus+ application 2018-20 to DAAD/EU with 7 partners in Media Studies:

- Stuttgart Media University, Germany
- Amsterdam University of Applied Sciences, Netherlands
- Istanbul Bilgi University, Turkey
- HiOA, Norway
- Danish School of Media and Journalism, Denmark
- Syracuse University, USA
- Metropolia University of Applied Sciences, Finland

EMC2 stage 2 mission statement:

We want to enable lecturers to benefit from virtual collaboration in media education, in order to foster international collaboration and to give more students access to international projects. Therefore, we share best practices, provide toolkits to design and manage international learning activities, and establish an exchange platform for lecturers interested in international collaboration.



— Мерси!

— Много Ви благодаря!

— Email: [Robert-Wallace.Vaagan@hioa.no](mailto:Robert-Wallace.Vaagan@hioa.no)