
Digitality and Diversity – Overcoming Barriers with Digital Transformation

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1 Introduction

As the COVID-19 pandemic subsides, new transformation triggers¹ are emerging – de facto at the same time – and are having a massive and presumably lasting impact on our everyday lives. Once again, digitization in business, science, education, private networks and public institutions is of particular importance. However, the focus of the interpretation of digitally based approaches is changing. For example, the focus is now on inclusive practices, sustainability and AI-based support systems, hybridity, and a fundamentally changing understanding of education. If we look around our world, we see that 2022 is nothing like the year the 2020 pandemic began. We already know how quickly our lives and work have been transformed into a hybrid socio-technical reality based on digital communication and collaboration – and are amazed that the sometimes desired ‘role backwards’ is stuck in the approach. In its 25th year, the GeNeMe community, which is in itself as alert as it is action-oriented, sees itself challenged to deal competently with this dynamic. The goal is to discuss the perspectives from research, education and operational application, which are represented here in an integrated way, and to jointly derive viable explanations, but also intervention approaches, and to present them to the interested public. The 2022 anniversary conference will also be about infrastructures (in education), work organization and support systems, public spaces with online presence, and situated collaboration, not only in industry. More than ever, we are aware of the value of diversity and are beginning to recognize the helpful function of digitality in dealing with it: it is precisely with digital transformation that barriers can be overcome.

¹ This term is deliberately chosen to be neutral. The authors are aware of the ethical and moral challenges.

What is at the core of New Media Communities 2022? Many of us have become involved in the permanent change based on information technology with increasing acceleration of the same; for most of the conference guests, diverse varieties of digitality are everyday life and are ‘mastered’ in an extremely competent manner. This does not contradict the observation that certainties in the sense of stability and predictability are currently in short supply – and we wonder where the journey will lead? Are (para-)social communities constituted exclusively in the interplay of hybrid realities? Are big data threats or opportunities or both? Will we have to wait a long time for our virtual assistants?

The 25th GeNeMe will start with an expert walk-through on digital teaching collaborations in the context of the National Education Platform (through the KoKoN project), followed a keynote on “The Future of Co-Working after COVID-19: Oscillating between Physical and Virtual Spaces?” (Blagoy Blagoev, Professor of Business Management, esp. Organization at Technische Universität Dresden) and will close with the keynote on “Transnational educational collaboration; how can we move beyond what we already know in curriculum development?” (by Jo Angouri, Karen Triquet and Rosette S’Jegers representing the EUTOPIA European University Alliance).

With the aim to address these questions through a program equally fed by science and application, a group of scientists from the faculties of education and economics as well as the CODIP – Center for Open Digital Innovation and Participation on the part of the TUD Technische Universität Dresden, with the friendly support of several firm partner universities – the HGU Hochschule der Deutschen gesetzlichen Unfallversicherung, the HTW Hochschule für Technik und Wirtschaft Dresden, the FHD Fachhochschule Dresden and the DIU Dresden International University – as co-hosts of the now 25th GeNeMe organises the anniversary conference in the period 05-07 October 2022. An international Steering Committee has previously taken over the assessment of the approximately 70 German- and English-language submissions in the form of double-blind peer reviews, with a rejection rate of 50% in the meantime, an even stricter quality assessment and as a result, compiled the present conference proceedings.

2 Thematic focus and conference tracks

As for the first time in 2021, contributions were submitted in a two-stage procedure via abstract and full paper (research contribution, project contributions in the sense of ‘work in progress’ or applications from practice) with renewed review in the second stage. As a result, the focus of the conference proceedings is again somewhat different from that of the Call for Papers. In this respect, the thematic focuses listed below serve as orientation and were understood as an open invitation to submit contributions.

2.1 Digital Life

- Digital sovereignty and informational self-determination
- Equity, accessibility, access to digital media
- Data analysis, data protection
- Dynamics of digital (private) opinion formation
- Health, healthcare, future technologies for a successful old age(s)
- (New) ethical rules and standards, Open Science

2.2 Digital Education

- Open Educational Resources
- Learning in communities
- Personalization, learning analytics, self-direction
- Networked knowledge repositories, educational data, open data and AI
- Diversity and inclusion through hybrid learning
- New competency models (21st Century Skills, Maker Literacy, Data Literacy, Digital Literacy, etc.)
- Frameworks and digital learning scenarios

2.3 Digital City

- User-centered e-government
- Accessible services and applications in the digital space
- Public participatory processes
- Sustainability and resilience in the public sector
- Smart urban development

2.4 Digital Interaction

- Gamification & Game Based Learning
- Playful Leadership and Playful Organization
- User Experience, Usability and MobileFirst – Inclusive Thinking
- Augmented, virtual and mixed reality, hybrid and immersive experiences
- Collaborative design of information spaces

2.5 Digital Business

- Knowledge and community management in organizations, culture and politics
- New Work, Mobile Work
- Digital Governance, Leadership and Transformation
- Digital strategy and platform economy
- Co-Creation and Open Innovation

Track topics at the conference

With the format of a hybrid conference, the opportunities and challenges can also be experienced in practice at the conference. The conference program covers a variety of topics and is divided into the following eight tracks over three days:

- Work organization
- University Teaching
- public space
- Support Systems
- Online Presence
- Situated Collaboration in Industry
- Higher and Further Education
- OER meets COL: Learning about collaborative online learning with OER

And in the context on pre- and post-conference the ff. project workshops (which are not included in the publication) will be held:

- Presentation of project results and tour through the TET labs in the UndiMeS² (Teaching with digital media in Saxony) project, funded by the Federal Ministry of Education and Research
- Online workshop in the international project DIGIVID³ (Digital Competences Unleashed: Education and Training of Digital Competences in the era of CoVid-19), funded by Erasmus +
- Hybrid focus group workshop in the PhD project “KompQuali – Competence-oriented Qualification in the Professional Field of New Work” of the Chair of Business Informatics esp. Information Management of the TU Dresden
- BarCamp of the project virTUos⁴ (virtual teaching and learning at the TU Dresden in an open source context), funded by the Stiftung Innovation in der Hochschullehre
- Multiplier Event of the international project OER-Codex⁵ (Open Educational Resources for Collaborative Online & Distance Education and eXchange), funded by Erasmus + (Strategic Partnerships)
- Kick-off meeting of the project KoKoN2⁶ (Competent Collaboration in the Network), funded by the Federal Ministry of Education and Research

² <https://cms.sachsen.schule/digiteach/teilprojekt-dresden/ueber-das-teilprojekt/>

³ <https://digivid.isds.tugraz.at/>

⁴ <https://tu-dresden.de/gsw/virtuos>

⁵ <https://oer-codex.fh-krems.ac.at/>

⁶ <https://tu-dresden.de/codip/projekte/projektoverview/kokon2/kokon-2-2014-kompetente-kollaboration-im-netzwerk>

3 Acknowledgement

As has been the case for many years, GeNeMe opens its doors to interested parties from the English-speaking world – although German remains the predominant language of the texts published here. 2022 is again special as the second year in the pandemic. GeNeMe as a conference, but also the topics of its actors, enjoy a massive demand from society as a whole, which can be seen in the increased number of submissions of papers, especially also the large number of project workshops at pre- and post-conference.

As a result of the peer review, the GeNeMe Steering Committee was able to select from mostly very high quality submissions from academia and practitioners. In addition to being indexed at SCOPUS via Elsevier, the proceedings are included in the GI library and at PEDOCS, and the monthly statistics received by the editors show the high demand and insofar good visibility. The proceedings presented here will be available as full text in the Open Access System of the Technische Universität Dresden at www.qucosa.de shortly after publication. In this open access repository you will also find the texts of all GeNeMe predecessor volumes since the beginning of the conference series in 1998.

The editors would like to take this opportunity to thank all the authors whose contributions lend this volume a special quality. We would also like to thank the more than 30 reviewers from science and industry. Only through their highly competent work as members of the program committee has it been possible, given the focus of the topic area and the large number of contributions, to make the present selection and also to provide constructive, detailed feedback to the authors of rejected contributions.

Finally, we would like to thank all those involved in the review process, the compilation of manuscripts for the conference proceedings, the operation of the online review system, and the administration and realization of the 24th GeNeMe! Mrs. Nicole Filz coordinated the work in a proven manner until her retirement and found competent successors in Mrs. Lydia Stark, Mrs. Lisa-Marie Langesee and Mrs. Franziska Günther. Mrs. Günther has also taken over the editorial supervision of the present volume. The layout of the program was realized by Mrs. Anne Schimmeck and the layout of the conference proceedings by Mrs. Katharina Hammel. Mr. Torsten Sauer has taken care of the administration of guests, speakers and supporters of the conference in an exemplary manner and Mrs. Lisette Hoffmann has accompanied the planning and implementation of the conference didactics together with a group of students. For the organizational and informational preparation and support of the 25th GeNeMe 2022, for the third time in a hybrid conference format, we would like to thank Mr. Samuel Reeb and Mr. Sebastian Schmidt.

Once again, we wish you, our readers, a profitable read!

Dresden in October 2022

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