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Abstract

This paper explores the digitalisation of teaching and learning understood as external processes, influenced by government and international trends and as internal processes within the institutions, in Denmark and Norway. These are countries with similarities regarding digitalisation and educational systems. In the internal processes, there was some use of digital technology in teaching and learning when initiated from administration including IT-staff, in collaboration with academic leaders. There was little or only limited reported use of technology for teaching and learning, when the processes were initiated by administration together with enthusiasts among faculty staff, who did not have leadership roles or influence on change. There was more reported use of technology in teaching and learning in Denmark than Norway. The paper discusses possible explanations for these findings and thus illuminates how processes of digitalisation are influenced by broader governance arrangements, institutional maturity and academic and administration staffs. (HRK / Abstract übernommen)