2 The Digital Turn in Higher Education
Towards a Remix Culture and Collaborative Authorship

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2.1 Introduction

Abstract
An ongoing process of media change is affecting and, increasingly, challenging all fields of society (Krotz, 2008). This change has been discussed as an epochal shift leading to a digital age (Hanson, 2014; Nordmann, Radder & Schiemann, 2014). The process in which the structure of media in society is redefined can be termed a `digital turn´. This digital turn is increasingly affecting academia: the university can be viewed as a space of digitalization. Universities propagate inventions which push the digitalization process. But science itself is changing in the course of digitalization. Thus the concept of `e-Science´ describes the increase in digital scientific research and the establishment of digitally based scholarly communications (Büffel, Pleil & Schmalz, 2007; Lang & Zobl, 2013; Heidkamp, 2014). Media change in the academic sector makes new demands on higher education. Higher education has to ensure that students acquire the academic media skills needed in a digital age. According to the goals of the Bologna Process, higher education must ensure students´ employability in the professional world of the digital age. But at the same time, the university is a space for critical reflection on the impact of digitalization. Following Derrida, one can envisage the university as a space of critical reflection and resistance (Derrida, 2002). From this perspective, the university is bound to discuss the shift in which digitalization re-defines the media landscape.

This heuristic consideration raises a crucial question: What does the term `digital turn´ mean in the context of higher education?

Keywords: Digital turn, Higher education, Remix culture, Digital age, Collaborative authorship

2.2 The Double Perspective of the Digital Turn in Higher Education

The `digital turn´ can be defined in two ways: as an analytical strategy to discuss the digitalization process affecting society, and as a description of the digitalization process itself. This process leads from the `book culture´ of the so-called Gutenberg Galaxy to a digital age. The following two subsections discuss this `double perspective´ of the digital turn.

2.2.1 The `Turn´ as an analytical Perspective
In the field of culture studies (Bachmann-Medick, 2006) the concept of the `turn´ is used to describe and to analyze societal discursive practices. Several turns have been identified. Each has a specific analytical focus: the postcolonial turn, the linguistic turn and the spatial turn enable us to analyze societal dynamics from a paradigmatic perspective in the sense of Kuhn (1970). These different analytical approaches provide a strategy for focusing on complex social realities from different perspectives. In adopting a specific focus, the use of a `turn´ offers a particular analytical perspective on social reality: thus the methodological focus of the linguistic turn opens up the linguistic dimension of social reality – or the `linguistic
construction of reality’ – for analysis. It is a premise of the linguistic turn that the analysis of language facilitates an appropriate understanding of social reality. Our understanding of reality, or the way in which we construct reality, is represented in our language and the concepts we adopt. Language analysis can thus be used to understand how we give things a meaning, how we order our reality through words, or even how we produce things through words – for instance, using the term ‘alternative facts’. For just one example of how language represents and shapes our world-view, we might consider the term ‘disabled’. Handicapped persons are termed ‘disabled’. The word ‘disability’ defines handicapped people as ‘not-able-to-do-something’ instead of describing them as ‘other-abled’. The term ‘disabled’ carries the implication that a disabled person lacks something. S/he differs from the norm and is limited in his or her functionality.

According to the linguistic turn, the analysis of language provides a better understanding of how we give meaning to the world through words. In contrast to the linguistic turn, the spatial turn facilitates the analysis of social reality in its spatial structure – for instance, when we map the distribution of wealth in the districts in a city. This enables us to reconstruct the socio-economic structure of a city in a spatial dimension (Döring & Thielmann, 2008). In conclusion, the concept of a ‘turn’ signifies an analytical strategy. The specific form of the turn (linguistic, spatial, or otherwise) provides a specific analytical angle on social reality.

This definition of ‘turn’ casts the digital turn as an analytical strategy which enables us to focus on the role of digitalization within social reality. As an analytical perspective, the digital turn makes it possible to analyze and discuss the societal meaning of digitalization. The term ‘digital turn’ thus signifies an analytical approach which centers on the role of digitalization within a society. If the linguistic turn is defined by the epistemological assumption that reality is constructed through language, the digital turn is based on the assumption that social reality is increasingly defined by digitalization. Social media symbolize the digitalization of social relations. Individuals increasingly engage in identity management on social networking sites (SNS) such as Facebook, Twitter, Snapchat, and Instagram. SNS are polydirectional, meaning that users can connect to each other and share information. Social media symbolize the digitalization of social relations. Individuals increasingly engage in identity management on social networking sites (SNS) such as Facebook, Twitter, Snapchat, and Instagram. SNS are polydirectional, meaning that users can connect to each other and share information. Social media such as SNS “became informal but all-embracing identity management tools, defining access to user-created content via social relationships” (Mitrou et al., 2014, p. 2; see also Boyd & Ellison, 2008). The concept of a digital turn opens avenues for further research concerning how digital communication changes social relations.

With these considerations in mind, the digital turn in higher education should be understood as an analytical angle focusing on how higher education, learning, and teaching are changing in the course of digitalization.

**2.2.2 The Digital Turn as Term for an ongoing Media Change**

The semantic dimension of the term ‘turn’ denotes a motion or change. As a term for analytical strategies in the field of cultural science, the motion expressed in the ‘turn’ is the shift towards a new analytical focus. From the perspective of media theory, the term ‘digital turn’ means more than a change of analytical perspective or paradigm shift: According to Kuhn (1970) the paradigm shift represents the emergence of a new analytical perspective on the world. With this new perspective, new methodological assumptions and research strategies emerge. Kuhn’s concept of the paradigm shift does not take into account that the media landscape of an entire field may change. The change inherent in the digitalization process challenges the established media of the academic field. A basic example is that citation