

Index

A

- Access to all forms of speech, equal, 83
- Active nature of learning, 27
- Active participation, 27, 100, 105, 108, 121, 123–125, 134, 191, 250
- Activity theory, 15, 16, 150
- Actor-network theory (Latour), 247
- Adaptive epistemic performance, 71
- AIR model of epistemic thinking, 59, 66
- Analysis of an entire community's learning, 150, 151, 155, 163, 166
- Apt-AIR framework, 66, 69
- Apt epistemic performance, 58, 64–75
- Artifacts as critical construct in learning, 248
- Authority
 - to autonomy in an interactive environment, 180–182
 - challenges to, 124, 180–182
 - and hub degree, 167
- Autonomous lifelong learning, 123, 124, 126

B

- Betweenness centrality, 156, 157, 159, 164, 167, 168
- Big science, 98, 99
 - See also* Little science
- Boundary breaking for interdisciplinary learning (BBIL)
 - and LINKS courses, 119, 128, 131–133
- Bounded societies via ICT engagement, 222
- Breaking boundaries, 13, 67, 128, 129
- Bridging among scientists from various disciplinary perspectives, 31–32
- Burt's effective network, 156, 164, 167

C

- Capabilities approach (Sen), 84, 93
- Capability, 32, 58, 63, 64, 66, 67, 75, 82, 84, 89, 93, 106, 119, 121, 125, 188, 196
- Capacity building, 86
- Caring about and enjoying epistemic performance, 66, 73–75
- Change laboratory, 14, 18
- Characterization of the structure of communities in technology-enhanced endeavors, 29
- Citizen science, 9, 13, 14, 32, 63, 67, 75, 82, 91, 98–111, 251, 252
 - ecology, 101–102
 - initiatives in formal education settings, 99, 102, 103, 109
 - learning community, 102–103, 110
- Citizen science projects
 - goals of, 100, 104
 - potential beneficiaries of, 99–101
- “Classification of Educational Goals” (Bloom), 84
- Classroom learning communities, 205
- Classroom orchestration, 208
- Cliques, 153, 154, 156, 157, 159–166, 168
- Clustering coefficient, 167
- Co-creation of knowledge, 30, 31, 40
- Cognitive engagement in epistemic performance, 66, 69–71
- Cognitive taxonomy, 84
- Collaboration, 6–8, 11, 13, 26, 28, 30, 52, 53, 61, 63, 104, 105, 125, 133, 143, 150, 154, 166, 191–194, 206, 207, 216, 250, 251, 254
- Collaborative and social learning, 3, 4, 6

Collaborative construction of meaning, 147
 Collaborative efforts of understanding, 122
 Collaborative knowledge construction,
 interactivity and collaborative
 learning, 63
 Collaborative learning process, 6, 17, 44,
 48, 49, 51–53, 128, 142, 145–167,
 203, 253
 Collaborative visualization, 28
 Collective learning in online communities, 150
 Collective learning parameters, 156–157
 Communication, 21st century role of, 32,
 117–134
 Communities of learners, 14, 27, 32, 103,
 142, 146
 Communities of practice
 Wenger’s distinction of three types of
 boundary interconnections
 between, 103
 Conceptualization of FLSs, 205, 209, 214, 216
 Conceptualize, visualize and represent
 knowledge, 28
 Concomitant and complementary changes in
 pedagogy and technology, 28
 Connected learning, 140–142, 202
 Connections project, 206–208
 Connectivism, 149
 Connector topic, 52
 Constructivism and mind tools, 3–5
 Constructivist notions of meaning-making, 122
 Contemporary media
 and design of educational activities, 126
 and development of democracy, 125–126
 and free movement of voices, 108, 121,
 125, 250
 and socio-constructivist tenets,
 126–127
 Content exchange, 44, 47–49, 51–53, 253
 Copyright law, 9, 189, 192, 193, 195
 Core topics, 51, 53, 253
 Cross-references between existing content
 items, 152
 Cross-referencing activity, 152, 159, 164
 Cross-referencing activity, SNA and, 164
 “Curricular potential” of the textbook, 180, 181
 Curriculum, school, 26, 109, 181, 236

D

Data collection as a business model, 186
 Data economy, 186
 Data literacy, 14, 102, 107, 110
 Data science, 32, 98, 102, 106–107, 110,
 111, 148

Decision-making regarding science-related
 issues, 79, 108
 Deliberative decision-making, 83
 Democracy
 ability to influence, 100, 108, 122, 124, 125
 active participation in, 100, 108, 121,
 123–125, 134, 250
 and education, synthesizing theoretical
 notions of, 123–124
 enforced, 133, 134
 equal and just expression, 108, 121, 124,
 125, 250
 free movement of voices, 108, 121, 124,
 125, 132, 250
 responsibility to promote, 133
 socio-constructivist education and
 contemporary media in LINKS courses,
 125, 127–132
 Designed learning environments, 3, 6, 17, 26,
 27, 30–32, 40, 100, 119, 122, 127, 204,
 211, 215, 222, 235, 249
 Designing epistemic education, 32
 Digital divide, 30, 31, 125, 235, 236, 250
 Digital network, information-based, 30
 Digital rights management (DRM) systems, 195
 Digital Taxonomy, Bloom’s, 85
 Digital Youth Project, 141
 Disciplinary norms, 28
 Distant and blended learning, 147
 Distributed cognition, 7, 140–142, 150
 Distributed intelligence, 3, 4, 7, 8
 Diversity online, 44, 47, 49–51
 Diversity theme, 10, 12, 13
 Dynamic analysis of networks, 151, 155
 Dynamics of the network’s average path
 length, 156–157
 Dynamic visualization tools, 28

E

Edges in model of learning networks, 150, 245
 Education and democracy, synthesizing
 theoretical notions of, 123–124
 Education researchers, 14, 51
 Educational systems as networks, 248
 Educators and evolving nature of eTextbooks, 182
 Effect of the use of ICT on the quality of
 learning, 29
 Eigenvector centrality, 168
 Enculturation, 4, 27, 28
 Environments
 designed, 3, 6, 10, 17, 25–33, 40, 58, 68,
 82, 100, 119, 127, 140, 204, 208, 211,
 215, 222, 235, 236, 248, 249

- learning, 3, 4, 6, 10, 12, 14, 17, 26, 27, 29–32, 40, 58, 68, 82, 100, 107, 119, 122, 127, 132, 141, 148, 180, 184–195, 204, 206, 211, 215, 222, 235, 236, 248, 249, 252, 254
 - spontaneous, 25–33, 140, 235
 - Epistemic aims, 58, 59, 64–66, 72, 73, 75
 - Epistemic cognition, *see* Epistemic thinking
 - Epistemic education
 - purpose of, 65
 - Epistemic ideals, 59, 66, 74
 - Epistemic meta-competence, 65
 - Epistemic power, 62, 63
 - Epistemic processes, evaluation of
 - efficiency, 59, 60, 64
 - fecundity, 59, 60, 64
 - power, 59, 60, 64
 - reliability, 59, 60, 64
 - speed, 59, 60, 64
 - Epistemic thinking, 119
 - Epistemic value, 59
 - Equality, 30, 73, 119, 120, 132
 - Equity of all society members, 123
 - Essential democracy, LINKS courses
 - and, 127
 - eTextbooks
 - access to, 14, 179, 182, 184–185, 194–196
 - affordable quality, 184
 - and all-rights-reserved copyrights, 195
 - assigning of credit for, 192
 - authorship of, 33, 189–194, 196
 - business models for, 184, 192
 - central dimension of, 179
 - characterization of, 178
 - collaborative authorship of, 190–191
 - control of use of eTextbooks, 195
 - and copyright law, 189, 192, 193, 195
 - and data analytics, 185, 186
 - definition of, 179, 196
 - evaluation of, 183, 186
 - evolving nature of, 182
 - flexibility of the, 180
 - limiting the rights of users, 195
 - ownership of, 178, 189, 191–195
 - and power to shape the learning environment, 188
 - private arrangements within communities
 - of users/authors, 193
 - publishers, 184, 188, 195
 - and quality assurance, 182–184, 191
 - recursive approach, 181
 - rights of the different contributors, 14, 191
 - role-play model, 181
 - and surveillance, 185–188
 - a tool of potential empowerment for internal teacher-learner autonomy, 181
 - use and granular learning-related data, 185
 - Eudaemonic learning, 3, 4, 8–16, 18, 59, 102
 - Evaluation and assessment of individual and collective online learning, 147
 - Evaluation of multiple information sources, 69, 74
 - Evidence-based decision making skills, 101
 - Evolution of terms, 50
 - Exclusivity, 156, 159, 164, 168, 192
- F**
- Filtering technologies, 224
 - Foldit project, 7, 101, 103
 - Formal education systems cannot be
 - conceptualized as closed systems, 248
 - Formal learning, 248, 249, 252
 - Formal-physical-virtual space variations, 208, 214
 - Freedom of expression, 83, 100, 121
 - Freedom to learn and explore, 187
 - Future learning spaces (FLSs)
 - gauging whether a space can be considered, 213
 - limitations and challenges, 215, 216
 - strengths and opportunities, 214, 215
- G**
- Game-related communities, 7
 - Gamification and Virtual Reality/Assistive Technology, 44, 51–53, 253
 - Google’s collection of data on students in the educational sector, 187
 - Grassroots ICT practices, 33, 237
- H**
- Haredi web agents, 230, 235
 - Haredim
 - attitude toward ICTs, 228
 - children’s drawings re computer, 233, 236
 - community’s formal education system, 229
 - computers in households, 224, 231, 234
 - daily printed press, 226
 - domestic sphere as a nonformal educational environment, 236
 - family as collective consumers of ICTs, 233
 - forum discussions, 225
 - ICTs in the home, 236
 - and informal learning spheres, 235

Haredim (*cont.*)
 news websites of, 225
 parental control over Internet exposure, 233
 protecting the young from forbidden
 information, 229
 use of Internet, 224, 235
 youngsters' exposure to the web, 231
 Hybrid network of learning, 149, 151
 Hypertext books, 189
 Hypertextuality, 93, 249

I

Identity, 2, 4, 30, 50, 63, 72, 103, 120, 187,
 194, 204, 222, 230
 Identity formation and learning, 2
 Identity linked with the practices that
 demonstrate knowing, 2
 Impact of new media on
 knowledge acquisition processes, 59–61
 knowledge production processes, 59–61
 Impact of semi-structured learning
 environments on religious and bounded
 communities, 222
 Implemented curriculum, 180, 181
 Inclusion of all members of society in science
 and technology-related decision
 making, 93
 In-degree, 150, 157, 168
 Individual learning
 indicator of, 156
 as unit of analysis, 150–152
 Influence of possibilities offered by the Web, 249
 Information
 abundance of, 62, 80, 89, 249
 dissemination and consumption wave, 3
 Information and communication technologies
 (ICT)
 breadth of, 29
 effect on quality of learning, 29
 Information-based networked society, 30, 31
 Information dissemination and consumption,
 3, 4
 In-school learning interactions, 26
 Instructional design, 5, 10, 17, 27
 Integration of multiple information sources, 69
 Integrative eTextbook, 179, 183
 Intellectual privacy, 187
 Intended curriculum, 180, 181
 Interactions among the content items, 147
 Interactive eTextbook model, 179
 Interactivity, 59, 61, 63, 80, 81, 89–91, 93,
 118, 125, 126, 146, 149–151, 156, 189,
 202, 227, 249

Inter and transdisciplinarity nature of the
 research, 10
 Interdisciplinarity, LINKS courses and, 131
 Interdisciplinary research ties, 52
 Interdisciplinary understanding, 119, 122, 127,
 128, 131–133
 Intersection of LINKS themes, 10, 11, 13
 Israel Ministry of Education (IMOE)
 and eTextbooks, 178, 179
 Textbook Approval Department (TAD), 182

J

Journalists' role as "guardians of Haredim in
 the Internet age", 234

K

Knowledge
 acquisition metaphor, 248
 acquisition through interactivity, 61, 63
 building communities, 7, 27, 202
 co-creation of, 30, 31, 40
 communities, 10, 248, 251, 252
 conceptions of, 2
 creation metaphor, 248, 250
 definition of, 2, 9
 expansion of, 53, 126, 253
 in online conversations, 32, 146
 people's construction of, 9
 as a property of people, 2, 12
 role of, 2, 4, 12, 30, 181
 and understanding research theme, 10, 12, 13
 in the use of representations and symbol
 systems, 2, 12
 Knowledge Community and Inquiry in Smart
 Classrooms (KCI-SC), 206, 207
 Knowledge Society Sandbox
 components of, 69
 fostering students' autonomy, 73
 social structure of, 74

L

Learning
 active nature of, 27
 active participation and, 124, 191
 active participation in a community, 27
 analytics, 32, 145–167, 196
 assessment tool for collaborative learning,
 148–150
 cliques, 153, 154, 157, 159–165
 continuum from spontaneous to designed,
 3, 10

- eudaemonic, 3, 4, 8, 9, 11–14, 16, 18, 59, 102
 - “knowledge creation metaphor”, 248, 250
 - LINKS and quality of, 131
 - in a networked knowledge society, 2, 3, 9
 - in networks, 58, 69, 153, 252, 253
 - in online discussions, 147–150
 - parameters at the individual level, 156
 - “participation metaphor”, 248
 - theorists, 2
 - theory-based research tool for collaborative learning, 148–150
 - triological, 248, 250
 - what constitutes, 248
 - Learning communities (LCs)
 - conceptualizing as a two-mode network of learners and knowledge resources, 166
 - engaging in, 102, 204
 - and LINKS courses’ design, 119, 122
 - Learning community approach
 - democratic by nature, 119
 - LINKS courses and, 119, 131
 - Learning in a networked society (LINKS), 3, 26, 40, 68, 83, 111, 118, 143, 196, 202, 245
 - Legitimate peripheral participation, 134
 - Ligilo, 154, 155, 159, 160, 165, 167–171
 - Limitation on quality control regulation of eTextbooks, 183
 - LINKs scholars interest in a critical pedagogy, 143
 - Little science, 98, 99
 - See also* Big science
 - Location-based augmented reality games, 28
 - Low floor/wide walls principle, 210, 211
- M**
- Makerspaces, 202, 205, 209–211, 251
 - Maketec, 209–211, 215
 - Marginalization processes, 33
 - Mass self-communication, 118
 - Measuring collaborative learning, 146, 155
 - Medical simulation centers (MSCs)/MSRs, 212
 - Meta-design principles promoting socio-constructivist education
 - and ability to influence, 122
 - help students learn from each other, 122
 - make contents accessible, 123
 - make thinking visible, 123
 - promote autonomous lifelong learning, 123
 - Meta-level principles for the design of learning processes, 250
 - “Mobile leapfrogging”, 91
 - Modeling a collaborative learning process, 147
 - Modeling learning as a network of interactions among knowledge items, concepts and ideas, 149
 - Modeling of disciplinary norms and expertise, 28
 - Monitor the teaching process, 188
 - Multimediality
 - information and, 91
 - Multiuser virtual environments (MUVES), 28
 - Mutualism, 8, 101, 103, 110
 - Mutualistic ecology
 - and interaction between communities of practice, 102
 - Mutualistic Ecology of Citizen Science (MECS), 4, 9, 13, 101–103, 107, 109–111
 - Mutualistic relationships between individual learners, groups, communities and society, 9
- N**
- National Program for Adapting the Israeli Education System to the Twenty-First Century (NPIES), 178
 - Nature of new media, 59
 - Negotiation, 4, 10, 223, 227
 - Network analysis characteristics, 156
 - Network analysis techniques, 29, 142, 146, 152
 - Network centrality parameters, 152, 159, 164
 - Network distance, 153
 - Networked society, v, vi, 1–18, 27, 28, 30–33, 49, 98–111, 118, 124, 133, 134, 143, 167, 201–203, 214, 215, 245–253
 - Networks (term), 33, 245
 - Networks as social structures, 246
 - Networks as social systems, 246
 - New media
 - abundance, 62
 - abundance of means for producing, communicating, and storing information, 62
 - “double-edged sword” of, 79–93
 - interactivity, 63
 - lower and higher thinking skills in using, 84–86
 - meta-competence with, 65
 - mobility, 62, 63
 - multimediality, 61, 64
 - public engagement with, 86–92
 - used for learning, 63
 - Nodes in model of learning networks, 150

Non-dominated discussion, 83
 Norms and regulations, 13, 40, 52

O

Objects as parts of networks, 247
 Online communities, 30, 44, 47, 49–51,
 147–150, 152, 156, 166, 183, 193
 Online discussions in learning communities
 and collaborative knowledge
 construction, 147
 perceiving as networks, 147
 Online journalism within the Haredi
 community
 fortifying community boundaries, 231
 instilling communal norms, 231
 Open educational resources (OER), 190, 251
 Out-degree, 150, 152, 156, 157, 159, 164, 168

P

Participating in epistemic performance
 together with others, 66, 75
 Participatory enhancing mechanisms, 83
 Participatory simulations, 28
 Posts, 32, 85, 130–132, 147, 149–160,
 164–168, 170
 Power law distributions, 30
 Pre-LINKS topics, 44, 50, 52
 Processes of enculturation, 27
 Publication terminology, 51
 Publications resulting from citizen science, 99
 Public engagement with science (PES)
 and abundance of information, 89
 Public Understanding of Science (PUS),
 104–106

R

Readers serving as writers, 189
 Regulating epistemic performance, 66
 Relations among democracy, communication
 and education, 32
 Reliable epistemic processes, 58, 59, 66
 Research agenda of LINKS PIs, 47
 Research and design with a eudaemonic
 learning framing, 9
 Research on learning spaces, 202–205
 Researchers
 education and learning sciences, 12
 knowledge and information science, 12
 law scholars, 13
 social welfare and Human Computer
 Interaction (HCI), 13

sociologists and communication, 12
 topical foci, 50

Role of citizen science, 98–99

Role of new media, 12

Role of publishers in the educational
 environment, 185

Role of technology in the co-creation of
 knowledge, 30

Rules for deliberation, 92

S

School-society digital disconnect, 26

School-society digital divide, 31

Science benefits from citizen science, 99–101,
 104, 105, 109, 252

Science communication

benefits from citizen science projects for,
 104, 105

Science education

and citizen science projects, 106

goal of, 108

Scientific literacy

visions of, 14

Scientists, potential benefits of citizen science
 for, 99

Scientization of the public debate, 82

Sensing the Air,” citizen science initiative, 105

Sésamath, 190, 191

Shared information-based goals, 29

Shift from knowledge delivery to knowledge
 construction, 181

Smart classrooms, 206–208, 251, 252

Smartphones, rabbinic injunction against, 224

Social capital, 39, 40

Social construction of knowledge, 150

Social constructivism, 148, 149

Social epistemic processes, 59, 74

Social foundations of knowledge
 construction, 146

Social learning analytics, 32, 146, 147

Social network analysis (SNA), 146, 149,
 151–153, 163–165, 167

Social networks

and power law distributions, 30

Socializing agents in Haredi society, 222, 227

Social well-being, 30, 57

Societal power and authority, 30

Socio-constructivist education, 122–125,
 127–132

Socio-intellectual capital, 48, 253

Socio-intellectual value

explicit, 40

implicit, 40

- Socioscientific issues, decisions on, 108
- Spontaneous learning environment, 235
- Spontaneous learning within TEL
 communities in the networked
 society, 32
- Spontaneous technology-enhanced
 communities, 30, 139–143
- Standard values and norms
 negotiation of, 27
- Statistical education and data science education
 as benefit of citizen science projects, 106
- Statistical literacy, 106, 107
- STEM Education, 44, 47–53, 111, 253
- Students' participation, 27
- Students' privacy, 186
- Studies of online communities in the social
 sciences, 30
- Study of equality and digital divides, 30
- Surveillance capitalism, 186
- T**
- Taking Citizen Science to School researcher
 center
 model for introducing citizen science into
 schools, 13, 14, 100, 109, 110
- Taxonomies within educational theory, 84
- Taylorist production model of schooling, 5
- Teachers and educators
 as facilitator, 148
 potential benefits of citizen science for,
 100–101
- Technologies for crowdsourcing, 7
- Technology
 infused learning, 29
 theorists, 2
 waves of learning with technology, 3
- Technology-enhanced learning (TEL)
 communities, 26, 27, 32, 57
- Terminological change, 50
- Terms constructed into concepts, 50
- Textbook as an authority, 180
- Textbook culture, 180
- Textbook regulations, 179, 181
- Textbooks as a “potentially implemented
 curriculum”, 180
- Topic modeling, 31, 41, 42, 44, 47,
 53, 253
- Topic modeling analysis, 42
- Topic modeling method, 41, 49
- Topic titles, 44, 47, 49–51
- Total degree, 157, 168
- Transitive structures, 154, 159–165
- Triological learning, 248
- U**
- Ultra-Orthodox Judaism, *see* Haredim
- Understanding epistemic performance, 75
- Uses of eTextbooks, 179
- V**
- Virtual communities that interact using social
 networking platforms, 29
- VisualMath (VM), 191
- Voicelessness, 134
- W**
- Web 2.0 technologies, 28
- Wikipedia, 4, 7, 29, 74, 85, 89, 183, 189, 190,
 194, 204
- World Wide Web (WWW), v, 28, 247