

Index

A

Academic citizenship, 74–76, 79, 81, 84, 86
Academic professional development, 75
Adjustable exploitation, 121
Adoption, 65
Applied research, 246
Applied value, 191, 199, 201
Authorship, 94, 97, 99, 103
Autonomy, 190

B

Behaviourism, 57
Bring-Your-Own-Device (BYOD), 152, 153

C

Campus-Distance (CD) project, 152
Capitalism, 73
Case-based learning, 7, 143
 content and methods, 133
 hermeneutic, 134
 informing learners, 133
 intended student trajectory and design
 principles, 136
 learning design, 133
 as networked learning, 134
 PBL, 133
 sociocultural practice, 134
 unit of analysis, 133
Changes, 243
Civic data hackathon, 101–103
Co-constructed services, 241
Cognitive presence, 58, 60, 61, 63, 92, 98, 103
Cohort community, 64

Collaboration, 90, 91, 105
Collaborative activity, 243
Collaborative encounters, 250, 251, 253
Collaborative inquiry, 90
 categories and parameters, 96, 97
Collaborative involvement, 251
Collaborative services, 244
Collegium, 160
Communities, 5, 8, 52
Community of inquiry (CoI) model, 91
 cognitive presence, 58
 cohort communities, 64
 community building, 62, 63
 data analysis, 61
 data collection, 60–61
 description, communities, 57
 home communities, 64
 local working groups, 64, 65
 online education, 58
 social presence, 58
 sociocultural theories, 57
 specialist communities, 64, 65
 teaching presence, 58
Computer programming, 223, 225
Computer-supported collaborative learning
 (CSCL), 240
ConCurrent Design (CCD), 153, 154
Confirmation bias, 92
Connected curriculum (CC), 79, 80, 91
 curriculum framework, 93
 interdisciplinarity, 94
 model, 93
 research and teaching, 94
 ‘research-based’ education, 93
Connected learning movement, 240

Connections between contexts, 130, 133
 Continuing professional development (CPD),
 16, 18, 19
 Co-operative, 77
 Co-produced services, 241, 243, 251, 253
 Crisis management
 CoI model (*see* Community of inquiry
 (CoI) model)
 context, 64
 employees, 56
 Hubbel learning exercise, 58–61
 learning exercise, 57
 organisations, 60
 policymakers in Sweden, 56
 Cultural hybridity, 76
 Cultural–Historical Activity Theory (CHAT),
 8, 169, 172, 173, 175, 176, 180, 182

D

Data literacy, 101, 102
 Data science, 100–102
 Design
 action, 10
 curriculum-level, 114
 description, 113
 inquiry, 10, 245, 248, 249, 254
 knowledge, 247–249
 and learning (*see* Learning design)
 patterns, 116
 research, 247–250, 254
 Design-based learning, 7, 143
 DBR, 137
 design experiment, 135
 intended student trajectory and design
 principles, 139
 as networked learning, 137
 practice activities, 138
 rationalization, 137
 Design-based research (DBR), 112, 137, 249
 Design for learning, 116, 118
 Design principles, 131, 132
 case-based learning, 135, 136
 design-based learning, 136, 138, 139
 simulation-based learning, 141, 142
The Design Way, 245
 Developmental learning, 227, 229, 230, 233, 234
 Development projects, 148, 149
 See also Professional development projects
 Digital competence
 definition, 169
 digital technologies, 169
 pedagogical, 169 (*see also* Remote
 teaching)
 TPD, 171–174

Digital Learning Contexts, 40
 Digital technologies, 168, 169, 174
 Dimensions of Social Learning Framework
 (DSL Framework)
 collective identity, 209
 community and network perspectives, 209
 dimensions, 209
 organisation, 211
 practice, 209
 sharing, experience and expertise, 209
 social learning in TLGs, 209
 teacher communities, 209
 teacher teams, 209
 Distributed CCD version (DCCD),
 153, 154
 Distributed leadership, 217, 219, 220
 Distributed systems, 244
 Division of labour, 172–175, 180, 182
 DSL-E Framework, 216, 219, 220

E

Eberly's teaching, 95
 Educational design patterns
 descriptions, 81
 pattern approach, 81
 pattern candidates
 education into public, 81–82
 public into education, 82–83
 pattern language, 81
 Educational design research, 112
 Educational experience, 92, 97, 98
 Emerging networked practices, 158
 Engaging audience, 123
 Epistemic fluency, 94, 105
 Evidence-based midwifery practice MOOC
 (EBMP MOOC), 18, 19
 Expansive learning process, 123

F

Facebook group, 40, 42
 Face-to-face social learning networks, 8
 Factory, 73–75
 Formal and informal learning, 171
 Formal attributes, 150
 Formative intervention, 112, 122–124
 Fundamental research, 246

G

Global challenges, 1–3
 Goal setting, 30
 Google Analytics, 50
 Google Docs, 40

Google Drive, 42
Group, 51, 52

H

Health professionals, 17, 31, 32
Help seeking, 30
Hermeneutic, 134
Higher education (HE)
 CC, 79, 80
 contemporary challenges, professional development, 119
 hybridity, 76
 hybrid university, 6
 learning design, 6, 7
 mode 2 university, 74
 mode 3 university, 78
 networked learning, 6
 networked technologies, 149
 networking university, 75
 potential changes, 5
 professional development, 5–6
 protopublic spaces (*see* Hybrid protopublic spaces)
 Rochdale principles, 77
 Swedish
 approaches, educational settings, 151
 networked approaches, 151
 professional development projects (*see* Professional development projects)
 thematic analysis model, 154
 in transforming society, 6
Home community, 64, 66
Hybridity, 76, 95, 96, 104
Hybrid networks, 76–81, 84, 90
Hybrid Pedagogy, 90, 99, 100, 103, 104
Hybrid protopublic spaces, 90
 CC, 93–94
 classrooms, 95
 Col framework, 91–92
 exemplars
 civic data hackathon, 101–102
 criteria and selection, 90, 91
 data science, 100, 101
 OOC, 96–98
 open journal, *Hybrid Pedagogy*, 99–100
 hybridity, 96
 public sphere, 95
 requirements and challenges
 analysis, collaborative inquiry, 103
 authenticity, 104
 connectedness, 104

 epistemic fluency, 105
 free speech and action, 105
 interdisciplinarity, 105
Hybrid spaces, 90, 96, 105, 106

I

ICT-based educational design, 97
ICT-mediated learning, 130
Immediate value, 191, 197, 201
Incremental exploration, 121
Individual learning, 157
Informal attributes, 150
Informal-formal learning, 171
Informal learning, 5
Information technology (IT), 57, 66
Inquiry-based attitude, 217, 219, 220
Institutional flexibility, 104
Institutional vibrancy, 79
Instructional design, 90
Intentional cultural hybridity, 76
Interaction quality (IQ), 251, 252
Interactive teaching, 247
Interdisciplinarity, 94, 105
Internet, 90, 151, 153
Invisible learners
 activities, needs and learning outcomes, 39, 42, 48
 definition, 37
 educational formats, 53
 in professional development, 38, 39
IT communications, 66
Ivory tower, 72–75

J

Just-in-time learning, 155

K

Knowledge economy, 73
K-6 schools, 225

L

Larnaca Declaration, 114, 115, 117, 120, 124
Learner agency, 123
Learner engagement, 38
Learning, 188, 189
 as collaborative inquiry, 91
Learning design, 6–7, 111
 activities, 120
 case-based learning, 133–136
 definitions, 113, 131

- Learning design (*cont.*)
 design-based learning, 135–139
 design for learning, 116
 design pattern, 116
 Larnaca Declaration, 114–115
 networked learning, 131
 plan for action, 117
 primary uses, 131
 publications, 112
 resource for reflection, 116, 117
 simulation-based learning, 138–142
 types, learning, 121
- Learning networks, 8, 170, 182
 formal and informal learning, 171–172
 organisational settings, 170
 sustainable, 170
 TPD, digital competence, 181
- Learning principles, 79, 80
- Learning through practice, 130, 132, 141
- Local management teams, 65
- Local working groups, 64, 65
- M**
- MakerSpace
 creativity-driven learning practice, 225
 description, 225
 digital meetings, 228
 implementation, programming, 228
 informal settings, 225
 ‘IT in education’ coordinators, 228
 in primary and secondary schools, 226
 and programming, 226
 in schools, 9
 stimulating innovation, 225
 structured methodology, value creation,
 228–229
 teachers experiences
 become braver, 232–233
 different materials, in different
 settings, 232
 emerging positive attitudes, 231–232
 initial expectations, 231
 TLG meetings, 233
 value creation stories, 229
- Massive open online courses (MOOCs), 4, 73,
 97, 119, 120
 activities of the course, 40, 42
 aim, 38
 blog posts, 42
 course design, 42
 critique, MOOC format, 38
 description, 16
 Digital Learning Contexts, 40
 digital tools, 40
 health professionals, 17
 invisible learners (*see* Invisible learners)
 learner engagement, 38
 levels of participation, 39, 43–45, 47, 53
 attendees, 48
 categorisation of participants, 45
 course activities, 41, 43
 members, 49
 observers, 49, 50
 students (enrolled), 45, 48
 ‘visible’ and ‘invisible’ activities, 45
 visitors, 50
 methods, 40
 participants, 42
 potential, 17
 professional knowledge, 16
 qualitative study, 42
 questionnaire, 41
 research questions, 39, 40
- Massive Open Online Projects (MOOPS), 82
- Midwives
 CPD activities, 16
 EBMP MOOC, 18
 factors, SRL in MOOC, 26
 expansive critical thinking, 30
 goal setting, 30
 help seeking, 30
 readiness, 30
 self-reflection, 30
 strategic planning, 31
 task strategies, 31
- maternity care, 15
- networked learning, 16
- networked professional learning
 expansive critical thinking, 31, 32
 goal setting, 32
 help seeking, 33
 readiness, 32
 self-reflection, 31
 strategic planning, 33
 task strategies, 33
- online education, 16
- practice, 15
- responsibility, 15
- Modes of knowledge, 94, 97
- Mode 3 university
 co-operative, 77
 factory, 73–74
 hybridity, 76
 ivory tower, 72–73
 learning principles, 79–80
 networking university, 74–75
 organisational guidelines, 77–78

as overarching framework, 71
 pedagogical formats, 78–79
 Multiple communities, 64, 66
 MUML project, 152

N

Net, 51

Network
 use, 2

Networked learning, 52, 79, 117, 118,
 170, 190
 characterization, 16
 CHAT, 172, 173, 175
 community, 179, 180
 definition, 16
 designing, 131
 design patterns (*see* Educational design
 patterns)
 digital tools and software, 171
 learning object, 176–177
 MOOC (*see* Massive open online course
 (MOOC))
 as object-oriented activity, 172
 pedagogy and learning, 118
 research, 247
 rules, 178
 semi-structured interview guide, 175
 social networks, 170 (*see also* Teacher
 learning networks)
 tools and resources, 177–178
 tradition, 240
 in the upper secondary remote school,
 173–174
 for the world
 as citizenship, 84
 as ecology, 85
 as trust, 84, 85

Networked professional development,
 224–227

Networked professional learning, 243, 248,
 250, 253
 across the professions, 3–5
 impact, on academy (*see* Higher education)
 informal learning, 5
 MOOCs, 4
 online learning, 4
 in teacher-learning groups (*see* Teacher
 education)

Networking university, 75, 77–79, 81,
 84, 85

Newcomers, 96

Non-profit organisations (NPOs), 102

Nursing, 1

O

Online learning, 4
 Online moderation, 247
 Open education
 MOOCs (*see* Massive open online courses
 (MOOCs))
 open online community, 51
 open online course, 40, 51
 Open educational resources (OER), 73
 Open online community, 51
 Open online course (OOC), 51
 exemplar, hybrid protopublic space, 96–98
 Open textbooks, 79
Open University Innovation Report, 78

P

Participant involvement (PI), 251, 252
Participatory Academic Communities, 76
 Participatory design research, 249
 Partnership, 65
 Pedagogical digital competence, 169
 Plans for action, 112, 117, 119–122, 124
 Potential value, 191, 197–201
 Practice, 143, 144
 Principal components analysis (PCA), 21
 Problem-based learning (PBL), 133
 Professional development, 208
 catch up with technology, 155
 at collective level, 158
 contemporary workplace, 150
 formal attributes, 150
 global challenges, 2
 for HE teachers, 149
 in higher education, 5–6
 informal attributes, 150
 at individual level, 155
 just-in-time, 155
 MOOCs, 4, 50 (*see also* Massive open
 online courses (MOOCs))
 networked learning, 8, 52
 new and accessible strategies, 158
 open online community, 51
 open online course, 51
 social formations, 51
 social learning (*see also* Social learning,
 TLGs)
 teachers beliefs, 7, 148, 149
 Professional development projects
 BYOD approach, 153
 CCD, 153, 154
 CD project, 152
 MSU, 152
 MUML project, 152

Professionalisation, 3
 Professionalism, 3
 Professional learning
 crisis management (*see* Crisis management)
 digitisation of work, 2
 formal routes, 2
 learning and collaboration, 188
 midwives, 15, 16 (*see also* Midwives)
 in open networks, 4
 outcomes of social forms, 188
 as professional development, 2
 Professional learning communities (PLCs), 189
 Professional services
 co-constructed/co-produced, 241
 provision, 241
 wicked and super-wicked problems, 241, 242
 workers, 241
 Professional work, 241, 243
 Programming
 computer programming, 223
 MakerSpace (*see* MakerSpace)
 in schools, 224
 Swedish initiative, 224
 Protublic spaces, 91, 95
 boundaries, 96 (*see also* Hybrid protublic spaces)

R

Radical exploration, 121
 Realised value, 191, 197, 199–202
 Reframing value, 190, 191, 199–203
 Relational intensity, 251
 Relational services, 244
 Remote teaching
 courses, 174
 description, 168
 digital competences, 168
 and learning, 174
 mode of teaching, 173
 networked learning activity, 176
 political strategy, 173
 school management, elements
 community, 179–180
 digital competence, 180–181
 division of labour, 180
 object, 176–177
 rules, 178–179
 tools, 177–178
 in Swedish schools, 182

 teachers' pedagogical reflections, 181
 TPD, digital competence, 174
 Resources for reflection, 112, 116, 117, 119–123
 Rochdale principles, 77
 Role models, 95, 97, 99, 103

S

Scaffolding, 218
 School leaders (SLs), 168, 169, 173–180
 School leadership, 190, 195, 202
 Science, 79
 Self-regulated learning (SRL), 171–173
 cyclical phases, 17
 forethought phase, 17
 health professionals, 17
 performance phase, 17
 quantitative analysis, participants survey
 exploratory factor analysis, 21–26, 34
 participant demographics, 20
 survey instrument, 19–20
 self-reflection, 17
 strengths and limitations, 17
 Self-Regulated Learning in the Workplace Questionnaire (SRLWQ), 19, 22–25
 Service design, 244, 245, 249
 Set, 51, 52
 Shared object, 171, 176, 177
 Simulation, 138
 Simulation-based learning, 7, 138, 143
 cognitive and behavioural schemas, 140
 connected learning spaces, 140
 intended student trajectory and design principles, 142
 learn to do practice, 140
 mediational contextual perspectives, 141
 as networked learning, 140
 sociocultural, 140
 as tacit semantic content, 141
 Social capital, 189, 212, 214
 Social Capital Model, 212
 Social capital theory, 188, 189
 Social constructivist, 188, 189
 Social formations, 51
 Social innovation, 244, 249, 253
 Social learning, TLGs, 188, 190
 attitude, 212
 data analysis, 216
 data collection, 215
 definition, 208
 DSL Framework, 208–211

- educational managers and researchers, 208
 - instruments, 215
 - setting and participants, 214–215
 - sustainable knowledge creation, 211, 212, 214
 - organisations, 211
 - Social Capital Model, 212
 - Value Creation Framework, 213
 - Social media, 78
 - Social networks, 170
 - Social presence, 61, 92, 98, 103
 - and cognitive presence, 63
 - CoI model, 63
 - definition, 58
 - Hubbel crisis management exercise, 61
 - intra-organisational, 62
 - in learning community, 61
 - mean value, 62
 - telephone meetings, 60
 - value creation, 66
 - weekly meetings, 62
 - Social Science Research Network (SSRN), 99
 - Specialist communities, 64, 65
 - Speculative design methods, 122, 124
 - Strategic planning, 31
 - Structured Multidisciplinary Project (SMP), 153
 - Super-wicked problems, 241–244
 - Sustainability, 244, 249
 - Sustainable knowledge creation, 9
 - Sustainable learning networks, 170
- T**
- Target practice, 132–134
 - Task strategies, 31
 - Teacher education
 - face-to-face social learning networks, 8
 - knowledge creation, 8, 9
 - learning networks, 8
 - MakerSpaces settings, 9
 - remote school, 8
 - teaching institutes and schools, 8
 - TLGs, 8
 - value creation, teacher-learning groups, 8–9
 - Teacher-learning groups (TLG), 8–10, 226, 230, 236
 - collective identity, 227
 - dimension of practice, 234
 - domain and value creation, 227
 - empirical material, 227
 - function, 208
 - for institutional value creation, 218
 - knowledge creation
 - collective knowledge working identity, 216–218
 - K-6 school teachers, 224
 - meetings, 233
 - networked learning, 227, 234
 - organisation, 227
 - practice, 227
 - as social configuration, 236
 - value creation, participation, 230
 - Teacher learning networks
 - PLCs, 189
 - social capital theory, 189
 - social constructivist, 188
 - supportive leadership, 190
 - value creation (*see* Value creation, teacher learning networks)
 - Teacher networks, 209
 - Teacher presence, 98, 103
 - Teacher professional learning, 188, 191
 - Teachers beliefs, 148–151, 154, 155, 158, 160, 161
 - Teachers professional development (TPD)
 - digital competence, 172–174, 176, 180–183
 - learning networks, 171
 - remote upper secondary school, 168 (*see also* Remote teaching)
 - Teacher teams, 209
 - Teaching presence, 61, 92
 - CoI model, 58, 63
 - data analysis, 61
 - facilitator's role, 63
 - functions, 58
 - local working groups, 65
 - survey, 60
 - Technological responsibility, 156
 - Technology Enhanced Learning research, 114
 - Transferable exploitation, 121
- U**
- Universities, 3, 5–7
 - Upfront design, 247
- V**
- Value, 190
 - Value creation, 66
 - and domain, 209
 - DSL Framework, 213
 - framework, 9, 10, 213
 - institutional, 218

Value creation, teacher learning networks
 applied value, 199
 coding, 193
 collaborative process, 191
 cycles, 190, 191
 descriptions, 190, 191
 distribution, teachers comments, 197
 immediate value, 197–198
 Oak Tree schools, 192–194
 patterns, 201
 potential value, 198–199
 practical guidelines, 191–192
 project comparison, 195–197
 realised value, 199
 reframing value, 199–200

 Riverside Alliance, 194–195
 types of value, 201
 Visibility, 66

W

Wicked problems, 242, 244

X

xMOOCs, 119

Y

YouTube live, 40