Research in Networked Learning

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Editors

Networked Learning

Reflections and Challenges

Springer

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Foreword

This is the sixth book in the Springer Series on *Research in Networked Learning* and it is based on selected papers from the tenth International Networked Learning Conference held in Lancaster in 2016. The series focuses on contemporary issues and concerns in networked learning theory, pedagogy and practice, and this book is another excellent contribution to the series.

The Networked Learning Conference itself was established in 1998, and some 20 years later we may ask the question – as indeed this book does – to what extent has the discourse of networked learning influenced educational practice? The success of the Conference and the associated Springer Book Series on *Research in Networked Learning* have undoubtedly led to networked learning making a significant contribution to thinking about the purpose of higher education in a digitally connected world. As the editors of this latest contribution to the book series point out, networked learning continues to position itself within current discussions and debates, and is now seen to be a distinct and important area of higher education research.

This latest addition to the book series helps us recognise that networked learning continues to contribute to our understanding of what learning mediated and supported by technology looks like in both formal and informal learning situations. The key values and characteristics of networked learning of learning community, connections, reflexivity, criticality, collaboration and relational dialogue persist as key areas of interest in many of the chapters. They are the source of inspiration for many networked learning researchers and practitioners, as well as being the focus for the examination of the practice of networked learning.

This latest book helps us characterise the field of networked learning today, and presents some challenges for future research and practice. Collectively, the chapters situate networked learning within contemporary ideas on learning and teaching, and within the broader field of higher education research and practice. This book provides an opportunity to reflect and look back at some important concerns that have occurred over the past 20 years, and to consider some of the potential future challenges. In the concluding chapter, the editors of this book take the opportunity to provide a critical analysis of the contents and identify significant emerging issues

for future research and practice, including learning spaces; mobility; forms of openness; difference in student learning experience; social justice; and criticality.

In reading the chapters, it is clear to see that there is a healthy diversity of opinion on some of the details and perspectives of networked learning, which continue to be critically debated. However, it is equally evident that those values that underpinned networked learning in the early conferences endure and suffuse the fabric of this book. We recommend this book to all researchers and practitioners of networked learning and beyond.

Vivien Hodgson and David McConnell
Series Editors

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About the Author

Alexander Fink is a Research Fellow in Youth Studies at the University of Minnesota, School of Social Work. His work – through participatory program evaluation, training, technical assistance, and university teaching – examines and supports the involvement of young people in the political, social, and cultural life of their communities. His current research focuses on the ways the helping professions' (including education) increasing collection, sharing, and use of (big) data often further marginalize and exclude young people from having a voice in their communal life. His research on higher education and networked learning with colleague and mentor Ilene Alexander seeks to counter these trends by exploring contexts for networked learning that promote deep, inclusive, and meaningful participation.

Apostolos Koutropoulos "AK" is the Program Manager for the online MA program in Applied Linguistics at the University of Massachusetts Boston. He is also a part-time Lecturer in the Instructional Design MEd program. Over the past few years, he has participated in many massive online open courses (MOOCs) and open learning opportunities, and has co-authored research papers on topics around open learning. AK is currently a doctoral candidate at Athabasca University and holds a BA in Computer Science, an MBA with a focus on Human Resources, an MS in Information Technology, an MEd in Instructional Design, and an MA in Applied Linguistics. His research interests include open education, social learning, educational technology, and languages.

Chris Jones is an Emeritus Professor at Liverpool John Moore's University (LJMU). His research focuses on the application of the metaphor of networks to the understanding of learning in higher education. Chris has led and participated in a number of UK and international research projects and was the principal investigator for a UK Research Council-funded project "The Net Generation encountering e-learning at university." He has published over 70 journal articles, book chapters, and refereed conference papers connected to his research. He is the author of *Networked Learning: An Educational Paradigm for the Age of Digital Networks*,

Springer, 2015. Chris has also edited two books on this subject – *Networked Learning: Perspectives and Issues* published by Springer in 2002 and *Analysing Networked Learning Practices in Higher Education and Continuing Professional Development* published by Sense Publishers, BV, in 2009.

Cristina Garduño Freeman   is an academic in the fields of heritage, architecture, and digital media. Her research is focused on social value, participatory culture, and place attachment of World Heritage properties and Industrial Heritage. Currently, she is a Postdoctoral Research Fellow in the Australian Centre for Architectural History, Urban and Cultural Heritage (ACAHUCH) at The University of Melbourne. She has published in leading international journals and conferences and in 2014, received the International Visual Sociology Association Rieger Award for an Outstanding Doctoral Thesis. In 2017, she published her first research monograph titled *Participatory Culture and the Social Value of an Architectural Icon: Sydney Opera* House with Routledge. Prior to entering academia, she practiced professionally in architecture, landscape architecture and urban design, and in visual communication design.

Deirdre Hynes   PhD, is a Senior Lecturer at Manchester Metropolitan University, Great Britain, in the field of Digital Media and Communications. Her research interests include football research, gender, and technological domestication and everyday life. She has edited two books on football and community and published several articles in media, technology, and anthropology journals.

Gale Parchoma   is an Associate Professor of Educational Technology and Design (ETAD) in the Department of Curriculum Studies at the University of Saskatchewan, Saskatoon, Canada; an Adjunct Associate Professor in Educational Studies in the Learning Sciences at the Werklund School of Education, University of Calgary, Canada; an Associate Research Member in the Centre for Technology Enhanced Learning in the Department of Educational Research at Lancaster University in the UK; and the Program Coordinator for Canada's Collaboration for Online Higher Education Research. She has been a member of the Networked Learning Conference review committee since 2008.

   Her research focuses on the intersections where people and technologies interact in the processes of teaching, learning, and working. Her research has particular interests including socio-material assemblages, distributed cognitions, and technological affordances. Her work has been published in peer-reviewed books, research journals, and presented at national and international conferences.

Ilene D. Alexander   is a teaching consultant and Preparing Future Faculty instructor at the Center for Educational Innovation, and serves also as affiliate faculty in the College of Education and Human Development's Higher Education Graduate Program, and as an assistant faculty coordinator mentoring high school teachers of the "University Writing" course via the high school based College in the Schools program. She is a co-facilitator of four online faculty development seminars. Her

research, presentation, and writing endeavors, as well as consulting and teaching practice focus on multicultural, inclusive, accessible learning and teaching as these intersect with learning science, diversity science, and networked learning. Ilene is co-editor of *Innovative Learning and Teaching: Experiments Across the Disciplines*, to be published during Fall 2018 as the first volume of the Centre's "Making a Difference" biennial monograph series; the second volume will focus on inclusion and accessibility in higher education teaching and learning.

Julie-Ann Sime is a Lecturer in Technology Enhanced Learning in the Department of Educational Research at Lancaster University, U.K. She is an experienced online educator who has been tutoring postgraduates in networked learning communities for over 25 years. She researches online and networked learning in professional development focusing on how new technologies (such as games, simulations, and virtual learning environments) can be designed and used to support online educators; how learners can develop an understanding of complex dynamic systems; and how to design for personalized learning experiences so that education is more inclusive. In 2016, she was on the steering committee of the tenth International Networked Learning Conference. With a wide range of experience of European industry/academia collaborative research projects (ETIOLE, A-TEAM, VirRad) and networks (Kaleidoscope, MONET, MONET2), she is currently researching into visual and video literacies of educators and the pedagogy of massive open online courses with funding from ERASMUS+ Strategic Partnership in Higher Education: https://www.viliproject.eu/

Kyungmee Lee is a Lecturer in the Department of Educational Research and co-Director of the Centre for Technology Enhanced Learning at Lancaster University. She earned her doctorate from the Ontario Institute for Studies in Education, University of Toronto, in 2015, where her work involved developing a *Double-Layered Community of Practice* model for online higher education. This model conceptualizes online learning as interlinked processes of participation and socialization in multiple communities across online and offline "layers" of learners' lives. It proposes pedagogical strategies to connect those two layers and support learners' simultaneous presence across the layers. Her current research program aims to develop more comprehensive understanding of learning in increasingly digitalized and internationalized educational contexts. Utilizing methodological strategies informed by Critical Discourse Analysis, her work examines and unpacks dominant discourses of online education that serve to obscure issues of accessibility and equality and that produce both practical and theoretical challenges in higher education.

Laura Czerniewicz The Director of the Centre for Innovation in Learning and Teaching (CILT) at the University of Cape Town in South Africa, Laura Czerniewicz is an Associate Professor in the Centre for Higher Education Development, committed to equity of access and success in higher education. Her research interests include the technologically mediated practices of students and academics, the nature of the changing higher education environment, and the geopolitics of knowledge,

underpinned by a commitment to surfacing the expressions of inequality within and across contexts. She is the South African PI on a project on the Unbundled University: Researching emerging models in an unequal landscape (http://unbundleduni.com/) together with colleagues at Leeds University. Laura is involved with policy work, is a contributor to national and global conversations in varied formats, and serves on the advisory boards of a variety of international higher education educational and technology publications. Much of her work is available online at https://uct.academia.edu/LauraCzerniewicz

Lucila Carvalho is a Senior Lecturer in e-learning and digital technologies in the Institute of Education, at Massey University (Auckland, New Zealand), where she teaches in the Master of Education and in the Bachelor of Arts programs. Lucila's research interests are in *design for learning* and *technology and new media*. Lucila has published in international journals and conference proceedings in the fields of education, sociology, systemic functional linguistics, and design and software engineering. Her most recent publications include *Place-Based Spaces for Networked Learning* (co-edited with Peter Goodyear and Maarten de Laat, Routledge, 2017) and *The Architecture of Productive Learning Networks* (co-edited with Peter Goodyear, Routledge, 2014).

Maarten de Laat is the Director of the Learning, Teaching & Curriculum division at the University of Wollongong. His expertise concentrates on social learning strategies, networked learning relationships, and technologies to facilitate teaching, learning, and innovation in agile learning environments.

Maarten's research addresses networks and social capital development, with a specific interest in informal learning, professional development, and knowledge creation through (online) social networks and communities and the impact technology, learning analytics, and social design has on the way these networks and communities work, learn, and innovate. He has published and presented his research on networked learning, professional development, and learning analytics extensively in international research journals, books, and conferences. He has given several invited keynotes at international conferences. He has been appointed a Visiting Professor at the University of South Australia in Adelaide. Finally, Maarten is co-chair of the International Networked Learning Conference (NLC).

Magdalena Bober was a Lecturer at Manchester Metropolitan University at the time of writing. Her research focused on media audiences and users, children and young people's use of digital media, digital research methods, and technology enhanced learning. She has published and presented her work in research journals, books, and conferences. She previously taught at Leeds University and was a researcher at the London School of Economics. Magdalena recently moved into market research, specializing in the education sector and international research.

Maria Cutajar holds a PhD in e-Research and Technology Enhanced Learning by Lancaster University. She is a Lecturer with the Faculty of Education of the

University of Malta currently teaching Computing at the post-secondary Junior College managed by the university. Her research interests focus on teaching and learning using networked technologies of information and communication. Through research practice, she also developed an interest in the theory and practice of phenomenography, qualitative research methods generally, and research processes. As an early career researcher, she investigated aspects of students' experiences of networked technologies for learning. Presently, she is also engaged looking into academics' experiences using networked technologies for teaching.

Nina Bonderup Dohn is an Associate Professor in Humanistic Information Science at the Department of Design and Communication, University of Southern Denmark. She holds an MA in Philosophy and Physics from Aarhus University, a PhD in Learning Theory from Aalborg University, and a Higher Doctorate Degree in Applied Philosophy from University of Southern Denmark. She is a member of the Steering Committee of the International Networked Learning Conference. She has been a Visiting Scholar at the Centre for Research on Computer Supported Learning and Cognition, University of Sydney (2013–2014) and at the Department of Philosophy, University of California, Berkeley (2009–2010 and 2000–2001). She currently holds a research grant from the Danish Council for Independent Research on the project *Designing for situated knowledge in a world of change.* Her main research areas integrate epistemology, learning sciences, web communication, and technology-mediated learning with a focus on the role of tacit knowledge. She has published extensively in Danish and English on philosophical and pedagogical issues within knowledge theory, web 2.0, ICT-mediated learning, and teaching and learning in higher education. Nina's webpage is found here: http://www.sdu.dk/staff/nina

Sue Cranmer is a Lecturer in the Centre for Technology Enhanced Learning, Department of Educational Research, Lancaster University, UK. She teaches on the Doctoral Program in E-Research and Technology Enhanced Learning. Her main research interests are in digital technologies, social justice, and in/equality. Sue's innovative research on disabled children's uses of digital technologies is becoming increasingly recognized and she is currently working on a monograph entitled *Disabled Children and Digital Technologies*: *Everyday Practices in Childhood* for Bloomsbury Academic. Sue has led a number of research projects including "Expert Perspectives on Creativity and Innovation in European Schools" for the Institute of Prospective Technological Studies (IPTS) in Spain, and a major work package designing pedagogical scenarios for engaging classrooms as part of the EU-funded iTEC project (http://fcl.eun.org/itec). Other projects have included research into digital inclusion, digital pedagogy, inclusive pedagogical design, digital literacy, digital innovation, and universal design. Sue has been widely published in leading journals in the field including *Technology, Pedagogy and Education*, *Learning, Media and Technology*" and *Studies in Higher Education*. In 2010, she co-authored "*Primary Schools and ICT: Learning from Pupil Perspectives*" (Continuum) with Neil Selwyn and John Potter.

Suzan Koseoglu is an Academic Developer in Technology Enhanced Learning at Goldsmiths, University of London. She holds a PhD in Learning Technologies, Curriculum, and Instruction from the University of Minnesota. Suzan's area of expertise is online learning with an emphasis on open and networked scholarship and socio-cultural aspects of learning in further and higher education contexts. Before joining Goldsmiths, Suzan has worked as an online instructor in the Learning Technologies program area at the University of Minnesota, teaching undergraduate and graduate level classes on technology and ethics, youth's use of social media, and online learning communities.

Thomas Ryberg is a Professor of Digital Learning in the Department of Communication and Psychology at Aalborg University (AAU), Denmark. He is part of the research center: "E-Learning Lab – Center for User Driven Innovation, Learning and Design" (http://www.ell.aau.dk). His primary research interests are within the fields of Networked Learning, Problem Based Learning (PBL), Computer Supported Collaborative Learning (CSCL), and Technology Enhanced Learning (TEL). In particular, he is interested in Problem Based Learning, and how new media and technologies transform our ways of thinking about and designing for Networked and Hybrid Learning. He is co-chair of the International Networked Learning Conference (http://networkedlearningconference.org.uk/) and editor of *Journal of Problem Based Learning in Higher Education* (JPBLHE). He has participated in European and international research projects and networks (EQUEL, Kaleidoscope, COMBLE, PlaceMe, EATrain2), and in development projects in South East Asia and Latin America (VISCA, VO@NET, ELAC). Currently, he is engaged in the EU-funded knowledge alliance: Innovative Open Data Education and Training based on PBL and Learning Analytics.