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   Nota di contenuto   Foreword: Roots and future of LINKS research: New trajectories and approaches for advancement -- Part I – Learning in a networked society -- Introduction: Technology-enhanced learning communities on a continuum between spontaneous and designed -- Information & Knowledge Research @LINKS -- Part II - From Spontaneous to Designed TEL Communities -- The double-edged sword of new media in supporting public engagement with science -- Citizen science: An opportunity for learning in a networked society -- Democracy, Communication, and Education in the 21st Century -- Part III - From Designed to Spontaneous TEL Communities -- Networked Learning Analytics: A Theoretically Informed Methodology for Collaborative -- E-Textbook: Challenges to Pedagogy, Law and Policy -- Future Learning Spaces: Exploring Perspectives from LINKS Research -- ICTs in Religious Communities: Communal and Domestic Integration of New

Media among Jewish ultra-Orthodoxy in Israel -- Part IV - Policy Implications.

Sommario/riassunto	One of the most significant developments in contemporary education is the view that knowing and understanding are anchored in cultural practices within communities. This shift coincides with technological advancements that have reoriented end-user computer interaction from individual work to communication, participation and collaboration. However, while daily interactions are increasingly engulfed in mobile and networked Information and Communication Technologies (ICT), in-school learning interactions are, in comparison, technologically impoverished, creating the phenomenon known as the school-society digital disconnect. This volume argues that the theoretical and practical tools of scientists in both the social and educational sciences must be brought together in order to examine what types of interaction, knowledge construction, social organization and power structures: (a) occur spontaneously in technology-enhanced learning (TEL) communities or (b) can be created by design of TEL. This volume seeks to equip scholars and researchers within the fields of education, educational psychology, science communication, social welfare, information sciences, and instructional design, as well as practitioners and policy-makers, with empirical and theoretical insights, and evidence-based support for decisions providing learners and citizens with 21st century skills and knowledge, and supporting well-being in today's information-based networked society.