

1. Record Nr.	UNINA9910485024103321
Autore	Jones Christopher
Titolo	Networked Learning : An Educational Paradigm for the Age of Digital Networks // by Christopher Jones
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2015
ISBN	9783319019345 3319019341
Edizione	[1st ed. 2015.]
Descrizione fisica	1 online resource (255 p.)
Collana	Research in Networked Learning, , 2570-4532
Disciplina	371.33 371.33/4
Soggetti	Educational technology Digital Education and Educational Technology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Technology, learning and social life -- The age of digital networks -- Theories of learning in a digital age -- A network of learning theories -- An ecology of actors and actants in digital networks -- The institutions: the university -- The infrastructures -- The academic -- The Learner -- The future of networked learning.
Sommario/riassunto	This single-authored volume presents technical, academic, and societal context for networked learning across educational settings. It lays the necessary groundwork by differentiating networked learning from related concepts such as e-learning and technology-enhanced learning, and situating technological progress within the larger context of social change. From there, the most salient questions relating to infrastructures and institutions are analyzed, including challenges for the university, the role of affordance in digital educational design, whether networked learning has (or needs) its own pedagogy, and the wider political implications of networked learning. This synthesis transforms a wide-ranging and seemingly scattered multidisciplinary field into a cohesive, accessible, and operable whole. Featured among the topics: · Theories of learning in a digital age. · The significance of networked theories for networked learning.

· Openness, open educational resources, and the university. · Cloud
computing and hybrid infrastructures. · Pedagogy and the
scholarship of teaching and learning. · Relationships between
technology use in society and in education. Given its balance of
theoretical and practical information and present-day and future-based
insights, Networked Learning has considerable value for education
researchers, educational technology researchers, teachers,
policymakers, and students.
