

1. Record Nr.	UNINA9910754087103321
Autore	Dohn Nina Bonderup
Titolo	Sustainable Networked Learning : Individual, Sociological and Design Perspectives
Pubbl/distr/stampa	Cham : , : Springer, , 2023 ©2023
ISBN	3-031-42718-1
Edizione	[1st ed.]
Descrizione fisica	1 online resource (284 pages)
Collana	Research in Networked Learning Series
Altri autori (Persone)	JaldemarkJimmy ÖbergLena-Maria Håkansson LindqvistMarcia RybergThomas de LaatMaarten
Disciplina	371.334
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Intro -- Endorsements of Sustainable Networked Learning -- Endorsement by Laura Czerniewicz, Professor Emerita -- Chris Jones Professor Emeritus, Liverpool John Moores University -- Tim Fawns, Associate Professor, Monash University -- Contents -- Author Biographies -- Chapter 1: Introduction -- Transitioning the Networked Learning Conference into a Hybrid Conference -- Conventional Conference Format -- Hot Seats - Online Extension -- Fully Online -- Hybrid -- Overview of the Book -- Part I: Data and Datafication -- Part II: Sustainable Learning Design -- Part III: Sociological Perspectives on Networked Learning -- Part IV: Networked Learning in Times of Lockdown -- Final Remarks -- References -- Part I: Data and Datafication -- Chapter 2: Reconfiguring Surveillance Futures for Higher Education Using Speculative Data Stories -- Introduction -- Surveillance Cultures and Networked Learning in Higher Education -- Speculative Methods for Researching Networked Learning Futures -- Telling Data Stories -- Conclusions -- References -- Chapter 3: Networked Learning in a Postdigital-Bidigital Age -- Introduction -- Histories, Concepts, and Definitions -- The Great Convergence --

Preliminary Definitions -- Postdigital-Biodigital Challenges in Networked Learning -- Critical Posthumanism -- Learning Spaces -- Language and Terminology -- Why Focus to Postdigital-Biodigital Challenges in Networked Learning? And Why Now? -- Convergence -- Conclusion -- References -- Chapter 4: Open Is Not Enough: Designing for a Networked Data Commons -- Introduction -- Open Data, Data (De)Colonialism and a Networked Data commons as a Convivial Technology -- Open Data and Its Discontents -- Digital and Data (De) Colonialism -- Open Data Advocates: Decolonisers or Missionaries? -- A Data Commons as a Learnable, Networked Assemblage -- Networked Learning in a Data Commons.

The Data Commons Scotland Project -- Designing for Conviviality Means Designing for Many Users -- Implications for Networked Learning Tools -- References -- Chapter 5: Tipping the Canoe: What Can Be Learned from a Postdigital Analysis of Augmented and Virtual Reality in Networked Learning -- Introduction -- Vignettes -- Vignette 1 (VR) -- Vignette 2 (AR) -- Networked Learning and the Postdigital -- Analogue and Digital -- AR and VR from a Postdigital Perspective -- Design for Learning -- Sites of Learning -- Activities -- Learner Configurations -- Representations of Learning for Assessment -- Conclusion -- References -- Part II: Sustainable Learning Design -- Chapter 6: Sustainable Learning Design: A Case Study of Eight Undergraduate Science Module Interventions -- Introduction -- Background -- Methodology -- The Eight Cases -- Factors for Sustainable Learning Designs -- Educators' Consideration for the Institutional Perspective -- Educators' Perceived Usefulness of TEL -- Educators' Buy-in of TEL Pedagogy -- Students' Buy-in of TEL -- Online Structure with Activities, Reflection, and Feedback -- Scale and Reuse -- Conclusion -- Implications for Sustainable Networked Learning -- References -- Chapter 7: The Future of Presence in Online Education, a Speculative Design Approach -- Introduction -- Physical and Online Presence in Education -- Researching the Future -- A Speculative Design Method -- Findings: Possible Futures -- Discussion -- References -- Chapter 8: Strategies of Revision Between Design-Based Interventions: The Case of a Hybrid Learning Configuration -- Introduction -- Method -- The Double Learning Community -- A Hybrid Learning Configuration -- Design Principles as Theoretical Backdrop and Guidelines for Practice -- Zooming in on the Key Design Principle -- Adaptation of the Key Design principle in the First Intervention.

Empirical Findings - Participants' Reactions to the Adaptation -- The Intention Underlying the 'Doubleness' Is Unclear -- Lack of Participation and Little Sharing of Knowledge -- Feedback and Experimentation Considered Useful -- Unboxing the Revision Process -- Revision Strategies: Narrowing Down or Branching Out -- Data-Informed Revision -- Adaptation of the Key Design principle in the Second Intervention -- Conclusion -- References -- Chapter 9: How to Design for the Materialisation of Networked Learning Spaces: A Cross-Case Analysis -- Introduction -- Materialising a Networked Learning Space: Forces, Movements and Connections -- Centripetal and Centrifugal Forces: Creating Meaning -- Movements Between Core and Periphery: Facilitating Access to New Resources -- Connections as Constellations of Ties: Giving Value to Knowledge Creation -- Research Methods -- Cases -- Case 1: Master of ICT and Learning -- The Physical Seminar -- The Six-Week Online Period -- The Final Presentation -- Master of ICT and Learning and the Networked Learning Space -- Case 2: Teknosofikum -- The Physical Workshop -- The Six-Week Online Period -- The Final Workshop -- The Networked

Learning Space at Teknosofikum -- Discussion -- Conclusion --  
References -- Part III: Sociological Perspectives on Networked Learning  
-- Chapter 10: Transformative Networked Learning: An Expanded  
Design Framework for Individual, Group, and Social Perspective Tran...  
-- Introduction -- The Origin of the NL Community and Theory -- The  
Development of NL Theory and Design Practice -- The Problem and  
Moving Backward to Move Forward -- Context: An Online Doctoral  
Programme -- What Is Transformative NL? -- Expanded Design for  
Transformative NL Cycle Through Three Levels of NL Communities --  
An Illustrative Example: Transformative NL in Online Doctoral Education  
-- Conclusion -- References.  
Chapter 11: The Mode 3 Network University and Design: A New  
Materialist Perspective -- Introduction -- The Mode 3 Network  
University -- The Mode 3 Network, New Materialism and Design --  
Non-human Agency -- Posthumanism -- New Materialisms and Design  
-- The Design Assemblage -- Conclusion -- References -- Chapter 12:  
Framing Networked Learning -- Introduction -- Frames -- Levels of  
Analysis -- The Biosphere -- The Distorted Reality -- The Community  
-- The Market -- Concluding Remarks -- References -- Part IV:  
Networked Learning in Times of Lockdown -- Chapter 13: Emerging  
Rhizomatic Networks and New Ways of Connectivity -- Introduction --  
Learning in a Networked World -- A Framework for Analyzing Ways of  
Being Networked -- Emerging Networks -- Disturbed and Expanded  
Learning Networks -- Learning network Supporting the Development of  
Professional Skills -- Instagram as a Learning network Agent -- The  
Non-curated Ahierarchical vs. the Curated Hierarchical Network --  
Discussions and Conclusions -- Future Perspectives -- References --  
Chapter 14: University Teachers' Perceptions of Networked Learning  
During the Emergency-Remote-Teaching Period: A Phenomenogra... --  
Research Background -- Research Problems and Question --  
Emergency Remote Teaching -- Networked Learning -- Methodological  
Framework -- Data Collection -- Data Analysis -- Findings -- Category  
1. Flexible Access to Online Resources -- Category 2. Flexible Access  
to Others -- Category 3. Personalized Small-Scale Interactions --  
Category. 4 Belonging to Academic Communities -- Conclusion --  
References -- Part V: Conclusion -- Chapter 15: Conclusion: Emerging  
Themes in Sustainable Networked Learning -- Introduction -- Lasting  
Effects of Lockdown Online Teaching and Learning? -- Digital  
Sustainability for the Future -- Future Roles of Networked Learning in  
Society.  
Balancing Utopia and Dystopia in Visions of AI and Open Data --  
Speculative Methods in Research, Education and Design -- Balancing  
Qualitative and Quantitative Data in the Research of Networked  
Educational Settings: Studies at the Community and Pr... -- Final  
Remarks -- References -- Index.

---