

ONLINE NETWORKED LEARNING ECOLOGIES AND THEIR IMPLICATIONS IN THEORY AND PRACTICE

GUEST EDITOR

Aras Bozkurt, Ph.D., Anadolu University, Open Education Faculty, Eskişehir, Turkey
arasbozkurt@gmail.com

DESCRIPTION

Online networks have provided many opportunities in many areas, including teaching and learning. It can be claimed that online virtual spaces are now an extension of our offline physical spaces. Individuals can now pursue knowledge in these spaces and have the ability to traverse between them to fulfil their learning needs.

Online networks changed the way we think (Raine, & Wellman, 2012; Wellman, Boase, & Chen, 2002) and many critical components of teaching and learning in different but interconnected ways (Harasim, 2000; Jones & Steeples, 2002). In this regard, online networks can be considered as learning ecologies (Bozkurt et al., 2016; Bozkurt, & Hilbelink, 2019) and these ecologies promise many opportunities for teaching and learning processes. In a broad sense, it can be claimed that both educational theory and practice evolved and adapted themselves according to the changing paradigms arising from online learning networks. Such a view requires further understanding of online networked learning with a critical stance and the topical issue of Open Education Studies intends to publish papers that contribute to this aim.

SCOPE

The topical issue seeks contributions that explain the current state of the art in online networked learning ecologies. The papers that adopt quantitative (survey, correlational, experimental, etc.), qualitative (case study, phenomenology, ethnography) and mixed methods (explanatory sequential, convergent parallel, exploratory sequential, etc.) are all welcome. Besides, studies that benefit from methodologies such as practice-based (Action research and design-based research), data mining and analytics (learning analytics, social network analysis, text mining, sentiment analysis, etc.), and conceptual/theoretical papers (systematic reviews, comparative study, position paper, opinion paper, etc.) are considered for publication.

Topics include, but are not limited to:

- ▶ Online learning communities
- ▶ Online learning community formation
- ▶ Emerging theoretical approaches (connectivism, rhizomatic learning, etc.)
- ▶ Social media, social networking sites and their use in education
- ▶ Online collaboration for learning
- ▶ Facilitation of open education through online networks
- ▶ Networked learners and networked learning
- ▶ Informal learning modes in online networks
- ▶ Innovative learning content delivery modes in online networks

- ▶ Capacity increase in education through online networks
- ▶ Empowering lifelong learning through online networks
- ▶ Semantic Web (Web 3.0) and reflections from the educational landscape
- ▶ Online interaction and learning
- ▶ The transformative power of online networks and reflections from higher education
- ▶ Network society and cross-cultural perspectives

HOW TO SUBMIT

This topical issue will publish original research papers, case studies and opinion papers which hold a critical stance (approximately 4,000-10,000 words). Papers submitted must not have been published previously or under consideration for publication, though they may represent significant extensions of prior work. All submitted papers will go through a rigorous single-blind peer review process (with at least two reviewers).

The authors are kindly invited to submit their contribution via online submission system Editorial Manager available at <https://www.editorialmanager.com/openedu/default.aspx>. Please select the Category "Online Networked Learning Ecologies" to ensure that the manuscript is processed by the Guest Editor.

Before completing their manuscript, authors should carefully read over the journal's Author Guidelines, which are located at https://www.degruyter.com/view/supplement/s25447831_Instruction_for_Authors.pdf.

In case of any questions, please contact the Guest Editor at arasbozkurt@gmail.com

TIMELINE

Deadline for article submission: **September 30, 2020** (via journal submission system <http://www.editorialmanager.com/openedu>).

Planned publication: **September 2020** (articles will be published upon being accepted on an ongoing basis).

REFERENCES

Bozkurt, A., & Hilbelink, A. (2019). *Paradigm Shifts in Global Higher Education and e-learning: An ecological perspective*. eLearn Magazine, 2019(5). Retrieved from <https://elearnmag.acm.org/archive.cfm?aid=3329487>

Bozkurt, A., Honeychurch, S., Caines, A., Maha, B., Koutropoulos, A., & Cormier, D. (2016). *Community Tracking in a cMOOC and Nomadic Learner Behaviour Identification on a Connectivist Rhizomatic Learning Network*. The Turkish Online Journal of Distance Education (TOJDE), 17(4), 4-30. DOI: <http://dx.doi.org/10.17718/tojde.09231>

Harasim, L. (2000). *Shift happens: Online education as a new paradigm in learning*. The Internet and Higher Education, 3(1-2), 41-61. DOI: [https://doi.org/10.1016/S1096-7516\(00\)00032-4](https://doi.org/10.1016/S1096-7516(00)00032-4)

Jones, C., & Steeples, C. (2002). *Perspectives and issues in networked learning*. In Steeples C., Jones C. (Eds.), Networked learning: perspectives and issues (pp. 1-14). London: Springer. DOI: https://doi.org/10.1007/978-1-4471-0181-9_1

Raine, L., & Wellman, B. (2012). *Networked. The New Social Operating System*. Massachusetts: The MIT Press.

Wellman, B., Boase, J., & Chen, W. (2002). *The networked nature of community: Online and offline*. It & Society, 1(1), 151-165