This minitrack calls for papers that address leading edge innovation, research methods and design to analyze and support learning through digital and social media. The ability to generate and maintain rich networked connections through social media, social networking, crowdsourcing, cloud technology, and social computing has a profound impact on the way we solve problems, learn, innovate and develop our identities, and the value this creates for individuals and groups. This minitrack will bring together state of the art research that furthers social theories of learning (such as networked learning, learning analytics, collaborative learning, viral learning, and social capital) situated in formal, non-formal and informal learning settings such as schools, higher education, organizations, workplace, leisure, communities and crowds.

We call for papers that use, analyze and/or develop technologies, practices, and policies that examine social media and learning. We use the term 'social media' broadly to include many ways of interacting online and many forms of organizing online. We also use the term to include use of multiple media and welcome studies that address use across multiple platforms. We specifically welcome papers that address new and exciting areas of research in the potential of social media for new forms of learning, and the potential value social media creates for connectivity, development, and knowledge growth.

We envision that papers will:

- examine social media and learning in online networks, crowds and communities;
- analyze and/or support the role of social media and networks in learning;
- develop methods for analyzing social media and learning;
- examine educational policies and practices relating to social media use;
- address awareness and visualization of learning via social media;
- implement and develop tools for automated data capture and analytics on social media and learning;
- discuss trends in social media and learning on and through the Internet, including issues and opportunities relating to information literacy, literacy and new media, ubiquitous learning, viral learning and entrepreneurial learning;
- examine economic models, trends and markets for social media and learning, including open source and open access and viral models;
- show development and use of social media (MOOCs, twitter, wikis, blogs), devices, and spaces for learning; or
- discuss ethical issues relating to learning online, including issues relating to data capture, analysis and display, and learning about controversial subjects or anti-social activities.

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Maarten de Laat is full Professor at Welten Institute, a research center on teacher professional development, at the Open Universiteit of the Netherlands. He is director of the Social and Networked Learning research program, which concentrates on exploring social learning strategies and networked learning relationships that facilitate professional development in the workplace. His research is focused on informal learning in the workplace, lifelong 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 create value. He has published and presented his work extensively in research journals, books and conferences. He is co-chair of the International Networked Learning Conferences and a member of the steering committee of SoLAR (Society for Learning Analytics Research).
Caroline Haythornthwaite is Director and Professor, School of Library, Archival and Information Studies (The iSchool@UBC), University of British Columbia. She has an international reputation for research on social networks, computer media and e-learning, and is a founding member of the Society for Learning Analytics Research (http://www.solaresearch.org/). She is co-author and editor with Richard Andrews of the E-learning Theory and Practice (Sage, 2011), and the Handbook of E-learning Research (Sage, 2007).

Shane Dawson is the Deputy Director of the Learning and Teaching Unit, and Associate Professor of Technology Enhanced Learning at the University of South Australia. His research activities focus on learning analytics and social networks to inform educational theory and practice. Shane has also been involved in developing pedagogical models for enhancing creative capacity in undergraduate students. He is a co-founder and executive member of the Society for Learning Analytics research.

Dan Suthers is Professor in the Department of Information and Computer Sciences at the University of Hawaii at Manoa. Dr. Suthers' research is concerned with cognitive, social and computational perspectives on designing and evaluating software for learning, collaboration, and community. His current work includes multilevel analysis of socio-technical systems to understand how local interaction leads to emergent phenomena, and the role of technology media in this emergence. His research on social affordances of digital media has examined how software interfaces both influence and are appropriated by small groups. He is founding associate editor of the International Journal of Computer Supported Collaborative Learning, co-chair of the 2013 Learning Analytics and Knowledge conference, and a founding member of the steering committee of the Society for Learning Analytics Research.