Minitrack: Learning Analytics & Networked Learning

This minitrack calls for papers that address leading edge use of technology or system design to analyze, support, and/or create learning and learning environments. The scope is wide and includes papers that use technology to examine how social learning happens, use data from learning environments to support learning processes, and examine new practices of formal and informal learning on and through the Internet.

Papers that fit this minitrack fall under new and ongoing areas of learning research that may be referred to as learning analytics, networked learning, technology enhanced learning, computer-supported collaborative learning, ubiquitous learning, and mobile learning. Of particular interest are papers that capture, analyze and show novel use of data produced from online learning environments, develop and/or test methodologies for analyzing online learning, address automated data collection and analysis in support of learning, professional development and knowledge creation, and discuss issues and opportunities relating to information literacy, literacy and new media, ubiquitous learning, entrepreneurial learning and/or mobile learning.

We encourage research that covers system and learning theories, social learning and networking tools and their development, research methods, and/or measurable outcomes as they relate to the area of technology and its support of improving networked learning. We also encourage papers that address learning and learning communities that are created in any setting, including educational institutions, workplaces, public knowledge, personal knowledge, and/or ‘serious leisure’. Appropriate usage environments range from same-time, same-place to anytime, anywhere that increase interactions among the learners in formal and informal learning settings and mixtures thereof, and may include collectives from learning crowds to communities.

We seek papers that

- address the use of automated data capture to follow and analyze learning processes
- develop methodologies for analyzing online learning
- develop metrics for characterizing and following learning trends online
- test the validity of automated data for capturing a true representation of learning and knowledge creation
- analyze and/or support the role of social networks in learning
- report on the development and maintenance of innovative online environments for learning
- discuss trends in learning on and through the Internet, including issues and opportunities relating to information literacy, literacy and new media, ubiquitous learning and entrepreneurial learning
- examine economic models, trends and markets for online learning,
including open source and open access models

• examine the foundations for learning in online networks, crowds and communities
• examine the design and facilitation of learning in online networks, crowds and communities
• examine the validity of information and learning processes online, and trust in online information sources for learning
• address the role of particular devices – laptops, mobiles, OLPC – in learning
• examine trends in how we learn with and through technology – in secondary and higher education, workplaces, society, developed and underdeveloped nations
• 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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