Networked Learning—Expanding and Challenging Theory, Design and Practice

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Message from the Guest Editors

Dear Colleagues,

We hereby invite you to submit a paper to a Special Issue on "Networked Learning—Expanding and Challenging Theory, Design and Practice". The purpose of the issue is to expand and challenge our current theoretical conceptualisations of networked learning; to explore emerging practices and new arenas for networked learning; and to widen our knowledge of how we can design for, and analytically approach novel networked learning practices.

The scope of this Special Issue is to expand and challenge our current understandings of networked learning and also to invite alternative conceptions or views of networks, connections, collaboration, humans, technology, and design. Our aim is to explore novel or emerging practices and places for networked learning and how we can design for and analyse such practices in the domain of the learning sciences.

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Special Issue

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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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