

# Research in Networked Learning

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Editors

# Networked Professional Learning

Emerging and Equitable Discourses  
for Professional Development

 Springer

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# Foreword

From its early research days to the present day, networked learning has had two core constituencies: that of higher education and that of post experience or professional development. While the work of networked learning researchers and practitioners now takes in other and wider constituencies, the focus on professional development remains both important and significant.

Consequently, we very much welcome to the Springer Book Series on Research in Networked Learning this current collection of chapters and their focus on networked professional learning. This book is not only timely; it is also very topical with its focus on the importance of new approaches to professional learning and, more specifically, to the place of social innovation through networked professional learning. This is particularly important at a time of constant change and complexity when we find we are no longer designing professional learning for known problems and solutions. Additionally, there is increasing awareness that we should be engaging with societal problems or innovations in ways that develop informed digital citizens and digital scholars.

The authors in this new book indicate that work is becoming more and more complex and consequently professional people are needing to focus deeper on particular areas and develop more specialized skills. This often requires the development of abilities to work together in teams and to share knowledge and skills in order to solve complex problems. Continuous development in the workplace through networked learning may be key to achieving this. Such themes as these run throughout the chapters in this book, which brings together an insightful and refreshing collection of ideas and approaches to the design and practice of networked professional learning.

As pointed out by Pedersen, Gislev, and Larsen in Chap. 6, to fulfil the task of education, especially in higher education, learning must balance the old and the new – what the world *is* and what it is *to become* – a sentiment that underpins much of what is written in this excellent three-part collection. The chapters included here encompass new forms of networked professional learning, the impact of professional learning on the academy and on higher education more widely, and, finally, the value creation that networked learning offers education, teaching, and learning

professionals. Taken together, these key features make this book an important read and resource for anyone involved in professional development, whatever their context or situation.

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