The [Journal of Educational Informatics](#) (JEI) and the [Educational Informatics Lab](#) (EILab) invites submissions to a special journal issue focused on the

Disruptive Design of Online Learning Community Environments

JEI is a free open-access journal and does not charge article processing charges (APC). JEI is supported by the Faculty of Education at Ontario Tech University and EILab.

Submission Schedule:

Sept 25, 2023: Abstract Due (250 words)

Oct 16, 2023: Extended Abstract Due (500 words)

Feb 5, 2024: Full paper (up to 7,000 words)

Abstracts and Extended Abstracts will be reviewed by the guest editors, and the full papers will be reviewed by two external reviewers + one graduate student.

Part-1: Special Issue Co-Editors

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Research Interests:
● e-Learning and m-Learning
● Online learning curriculum development
● Problem-based learning (PBL)
● Virtual environment creation

Photo

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Research Interests:
● Healthy Online Communities
● Inclusive Physical Education and Sport
● Digital Technology in Physical Education and Sport
● Digital Wellness, Resilience and Grit

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Research Interests:
- AI in Education
- AI, Machine Learning
- Mobile Computing
- Human Computer Interaction

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Summary
The disruptive design of online learning communities and their incumbent environments requires the redefinition of instruction or teaching in these contexts. This comprises a set of processes initiated by creating and co-creating virtual environments (digital sandboxes or microworlds) within which learning can occur. When traditional teaching is contrasted with activities that occur within constructivist environments, it becomes evident that rather than focusing on the delivery of conceptual and methodological information by experts, learners focus on building a community of critical thinkers who collaborate to build their understandings, as well as developing lifelong learning skills that equip learners to address the complex problems that face society within the ecosystem relationships occurring within the 4th Industrial Revolution.

These environments are where the individual learners live. Some learners are experienced with the conventions of the ecosystem, and many others are relative newcomers. As individuals are drawn into the community, they begin to assume the responsibilities of collaborative membership, offering cognitive and emotional support, but more importantly, providing constructive, critical feedback or assessments regarding their colleagues' procedural and production work. The primary means of interaction amongst community members is discourse, meaning-making or creating understandings while collaborating in small groups and throughout the community. These interactions focus on problematizing contexts and situations, which are viewed and discussed from various cultural perspectives, investigating and then creating solutions for those problems. In a constructivist environment, the teacher's initial role is to establish aspects of the learning environment and, more importantly, elicit learners' prior conceptions, challenge those conceptions, and provide space to assess their thinking and reflect on what they have learned. Within the context of the virtual learning community, all members take on the responsibility of guiding and supporting the learning of each other.

You are invited to contribute articles and papers to this special issue of Education Sciences. Articles in this issue will identify and narrate instances of disruptive elements that describe, honour or challenge ideas about online learning. These articles may be empirically (qualitative, quantitative, or mixed methods), praxically, or theoretically oriented and should address questions about online learning environments such as:

- what is the nature of online learning,
- what is the relationship between the technologies used and how online learning happens,
- how do the roles of community members change as a consequence of the disruptions,
- what role does culture play,
- what does it mean to be socially present,
- what is the role of the affective domain,
- what is the nature of the interplay between cyber-security and human factors,
- what does it mean to be cognitively present,
- how can the developing skills of being an active learner coincide with the skills of being a support for other learners,
- how can collaborative learning be fostered,
- how is the assessment of collaborative learning promoted,
- what does the co-creation of digital space look like, and how can this be cultivated?
- how will Generative AI (e.g., ChatGPT) change how we learn and teach?
- how might Generative AI and AI, in general, change online learning?
- how might online learning environments evolve in the near future with advanced AI (e.g., Khan Academy: https://www.khanacademy.org/khan-labs#khanmigo, etc.)?
- how might AI change the theory and practice of FOLC?

Dear Colleagues:

The disruptive design of online learning communities and their incumbent environments requires a redefinition of instruction or teaching in these contexts. This comprises a set of processes initiated by creating and co-creating virtual environments (digital sandboxes or microworlds) within which learning can occur. When traditional teaching is contrasted with activities that occur within constructivist environments, it becomes evident that rather than focusing on the delivery of conceptual and methodological information by experts, learners focus on building a community of critical thinkers who collaborate to build their understandings, as well as developing lifelong learning skills that equip learners to address the complex problems that face society within the ecosystem relationships occurring within the 4th Industrial Revolution.

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We look forward to receiving your contributions.

Drs. Roland van Oostveen, Wendy Barber & Ed Sykes
Editors for this Special Edition

Keywords:
Disruptive design
Online learning community environments
Learning ecosystems
Constructivist
Procedural and declarative knowledge
Lifelong learning skills
Constructive critical feedback

Final Article information: Up to 7,000 words. Formatting follows APA v7 specifications (see https://journalofeducationalinformatics.ca/index.php/JEI/information/authors)