

**INTERCULTURAL LEARNING IN
PLURILINGUAL CONTEXTS**

**INTERCULTURALIDAD Y APRENDIZAJE
EN CONTEXTOS PLURILINGÜES**

**INTERCULTURALITAT I APRENTATGE
EN CONTEXTOS PLURILINGÜES**



**UNIVERSITAT
DE VALÈNCIA**



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Welcome Letters

Dear Conference Delegates,

From wherever you've come, in which way your participating, welcome to the **Twenty-ninth International Conference on Learning**. I am grateful to all of you for sharing your work at this conference.

For over 30 years, Common Ground has invested in developing technologies that seek to break down barriers of access in scholarly communication. In each phase, we've built spaces to support interdisciplinary dialogue, before such approaches were in vogue; connected international voices when disciplines were too often isolated in national silos; and supported an agenda of access and equality, by offering pathways and opportunities for diverse voices. We now propose another kind of intervention -- to build a scholarly communication infrastructure for a blended future. Our blended model seeks to transcend physical boundaries by offering a space to extend in-person conference content online while ensuring online-only delegates are afforded equal participatory and experiential spaces within the platform. At the same time, the model offers participants a legacy resource to which they can return, with access to a social space where fellow participants can keep connected long after the conference ends.

But for us "blended" is more than an approach to technology. We're using this conceptual filter to consider our mission:

- Blended disciplines as an approach to interdisciplinary research practices
- Blended affinities as a way to approach a shared politics for paradigms of recognition and redistribution
- Blended voices as a way to consider where research happens in and outside of academia
- Blended ideas as the common ground for a new sense of civics

We're also committed to being industry leaders. In 2021 we became a signatory to the United Nations Sustainable Development Goals Publishers Compact. Launched in collaboration with the International Publishers Association, the compact "features 10 action points that publishers, publishing associations, and others can commit to undertaking in order to accelerate progress to achieve the Sustainable Development Goals (SDGs) by 2030. Signatories aspire to develop sustainable practices and act as champions of the SDGs, publishing books and journals that will help inform, develop and inspire action in that direction.

Alongside becoming a signatory to the UN Sustainability Publishers Compact. I had the honor of leading Common Ground Research Networks delegation to COP26 in Glasgow late last year. We are measuring current emissions in all aspects of what we do to identify areas where emissions can be reduced. And we're committing to long-term science-based Net-Zero targets for our operations. We'll be sharing a report of our activities and progress annually, so watch this space.

I thank our partners and colleagues who have helped organize and produce this meeting with great dedication and expertise.

Warm Regards,



Dr. Phillip Kalantzis Cope

Chief Social Scientist, Common Ground Research Networks



The Learner

Research Network



Founded in 1989, **The Learner Research Network** is brought together around a common concern for learning in all its sites, formal and informal, and at all levels, from early childhood, to schools, colleges and universities, and adult, community, and workplace education.

Learning and Education: Their Breadth and Depth

'Learning' is bigger than education. Humans are born with an innate capacity to learn, and over the span of a lifetime learning never stops.

Learning simply happens as people engage with each other, interact with the natural world and move about in the world they have constructed. Indeed, one of the things that makes us distinctively human is our enormous capacity to learn. Other species learn, too, from the tiniest of insects to the smartest of chimpanzees. But none has practices of pedagogy or institutions of education. As a consequence, the main way in which other species develop over time is through the incremental, biological adaptations of evolution. Change is natural. It is slow.

Education makes human learning unlike the learning of any other creature. Learning allows humans to escape the strict determinations of nature. It gives humans the resources with which to understand themselves and their world, and to transform their conditions of living, for better or for worse.

Education is a peculiarly human capacity to nurture learning in a conscious way, and to create social contexts that have been specially designed for that purpose: the institutions of education. Everyday learning happens naturally, everywhere and all the time. Education – encompassing institutions, its curricula and its pedagogies – is learning by design.

The Art and Science of Teaching

Teaching and learning are integral to our nature as humans.

Teaching happens everywhere. Many people are naturally quite good at teaching. They explain things clearly. They are patient. And they have the knack of explaining just enough, but not too much, so the learner gains a sense that they are gradually mastering something, albeit with a more knowledgeable person's support. You can find the practice of teaching in action everywhere in everyday life. In fact, it is impossible to imagine everyday life without it.

Teaching is also a vocation, a profession. People in the business of teaching are good at their job when they have developed and apply the dispositions and sensibilities of the person who is a good teacher in everyday life.

But there is much more to the teaching profession than having a natural knack, however well practiced. There is also a science to education, which adds method and reflexivity to the art of teaching, and is backed up by a body of specialist knowledge. This science asks and attempts to answer fundamental and searching questions. How does learning happen? How do we organize teaching so it is most effective? What works for learners? And when it works, how do we know it has worked? The science of education attempts to answer these questions in a well thought-through and soundly analyzed way.



Learning Practices

Learning is how a person or a group comes to know, and knowing consists of a variety of types of action.

In learning, a knower positions themselves in relation to the knowable, and engages. Knowing entails doing—experiencing, conceptualizing, analyzing or applying, for instance.

FA learner brings their own person to the act of knowing, their subjectivity. When engagement occurs, they become a more or less transformed person. Their horizons of knowing and acting have been expanded.

Learning can be analyzed at three levels: 'pedagogy', or the microdynamics of moments of teaching and learning; 'curriculum', or the learning designs for particular areas of knowledge; and 'education' or the overall institutional setting in which pedagogy and curriculum are located.

Pedagogy is a planned and deliberate process whereby one person helps another to learn. This is what First Peoples did through various formalized rites of passage, from child to adult to elder – learning law, spirituality and nature. It is also how teachers in the era of modern, mass, institutionalized education have organized the learners in their classrooms and their learning. Pedagogy is the science and practice of the dynamics of knowing. Assessment is the measure of pedagogy: interpreting the shape and extent of the knower's transformation.

Curriculum is the substantive content of learning and its organization into subjects and topics – mathematics, history, physical education and the like. In places of formal and systematic teaching and learning, pedagogy occurs within these larger frameworks in which the processes of engagement are given structure and order. These often defined by specific contents and methodologies, hence the distinctive 'disciplines'. Well might we ask, what is the nature and future of 'literacy', 'numeracy', 'science', 'history', 'social studies', 'economics', 'physical education' and the like? How are they connected, with each other, and a world in a state of dynamic transformation? And how do we evaluate their effectiveness as curriculum?

Education has traditionally been used with reference formal learning communities, the institutions of school, college and university that first appeared along with the emergence of writing as a tool for public administration (to train, for instance, 'mandarins' or public officials in imperial China, or the writers of cuneiform in ancient Mesopotamia/Iraq); to support religions founded on sacred texts (the Islamic madrasa, or the Christian monastery); and to transmit formally developed knowledge and wisdom (the Academy of ancient Athens, or Confucian teaching in China).

Learning happens everywhere and all the time. It is an intrinsic part of our human natures. Education, however is learning by design, in community settings specially designed as such—the institutions of early childhood, school,

technical/vocational, university and adult education. Education also sometimes takes informal or semiformal forms within settings whose primary rationale is commercial or communal, including workplaces, community groups, households or public places.

Towards a Science of Education

What is this overarching institution, 'education'?

In its most visible manifestation it consists of its institutional forms: schools, colleges and universities. But, more broadly conceived, education is a social process, a relationship of teaching and learning. As a professional practice, it is a discipline.



The science of education analyzes pedagogy, curriculum and educational institutions. It is a discipline or body of knowledge about learning and teaching – about how these practices are conceived and realized.

‘Science’ or ‘discipline’ refers to a privileged kind of knowledge, created by people with special skills who mostly work in research, academic or teaching jobs. It involves careful experimentation and focused observation. Scientists systematically explore phenomena, discover facts and patterns and gradually build these into theories that describe the world. Over time, we come to trust these and ascribe to them the authority of science.

In this spirit, we might create a science of education that focuses on the brain as a biological entity and the mind as a source of behaviors (cognitive science). Or we might set up experiments in which we carefully explore the facts of learning in order to prove what works or doesn’t work. Like the medical scientist, we might give some learners a dosage of a certain kind of educational medicine and others a placebo, to see whether a particular intervention produces better test results—such are the formal experimental methods of randomized, controlled trials.

Often, however, we need to know more. It is indeed helpful to know something of how the mind works, but what of the cultural conditions that also form the thinking person? We need good proofs of which kinds of educational interventions work, but what if the research questions we are asking or the tests we are using to evaluate results can only measure a narrow range of capacities and knowledge? What if the tests can prove that the intervention works – scores are going up – but some learners are not engaged by a curriculum that has been retrofitted to the tests? What if the tests only succeed in measuring recall of the facts that the tests expect the learners to have acquired – simple, multiple-choice or yes/no answers? A critic of such ‘standardized testing’ may ask, what’s the use of this in a world in which facts can always be looked up, but problem solving and creativity are now more sought-after capacities, and there can be more than one valid and useful answer to most of the more important questions? For these reasons, we also need to work with a broader understanding of the discipline of education, based on a broader definition of science than experimental methods.

An Interdisciplinary Science

The discipline of education is grounded in the science of learning, or how people come to know.

In its most visible manifestation it consists of its institutional forms: schools, colleges and universities. But, more broadly conceived, education is a social process, a relationship of teaching and learning. As a professional practice, it is a discipline.

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Education as the Science of Sciences

Education is also the soil in which all the other disciplines grow.

You can’t do any of the other disciplines in a university or college except through the medium of education. No other discipline exists except through its learning. A novice can only enter a discipline – physics, or law, or history, or literature – through education, learning the accumulated knowledge that has become that discipline. In this sense, education is more than just interdisciplinary. It does more than just stitch together other disciplines. It is a metadiscipline, essential as the practical grounding of all disciplines. Education is the discipline of disciplines.



Education is the systematic investigation of how humans come to know. It focuses on formal, institutionalized learning at all its levels from preschool to school, college and university. Education is also concerned with the processes of informal learning – how babies learn to speak at home, or how children and adults learn to use an interface or play a game. It is concerned with how organizations and groups learn, collecting and acquiring knowledge that is applied in their communities, professions and workplaces. In fact, as knowledge is needed and used everywhere, learning happens everywhere. There is no part of our lives to where the discipline of education cannot provide a useful perspective.

Maybe, then, education is more than just an interdisciplinary place that ties together shreds and patches from other disciplines – a bit of psychology here, a bit of sociology there, a bit of management there. Education should be regarded as the metadisciplinary foundation of all disciplines. Its focus is the science of knowing, no less.

The metadiscipline of education inquires into learning, or how we come to know and be. Education-as-metadiscipline explores knowing and being. It analyzes how people and groups learn and come to be what they are. As such, it is an especially expansive exploration of knowing. It is interested to know how knowing happens and how capacities to know develop.

Education is the New Philosophy

What if we were to think of education in these more expansive and more ambitious ways?

If we are to think in these terms, then the intellectual and practical agenda of education is no less than to explore the bases and pragmatics of human knowledge, becoming and identity. Education asks this ur-disciplinary question: How is it that we come to know and be, as individuals and collectively? If this is education's central question, surely, then, we can argue that it is the source of all other disciplines? It is the means by which all other disciplines come into being.

Philosophy used to claim a metadisciplinary position like this. It was the discipline where students not only thought, but thought about thinking. However, for decades, philosophy has been making itself less relevant. It has become too word-bound, too obscure, too formal and too disconnected from practical, lived experience.

But philosophy's metaquestions still need to be asked. Education should perhaps take the former position of philosophy as the discipline of disciplines, and do it more engagingly and relevantly than philosophy ever did. Education is the new philosophy.

Investing in Education for a 'Knowledge Society'

Add to these expanded intellectual ambitions, widened ambitions for education in public discourse and everyday social reality—and these should be good times to be an educator.

Politicians and captains of industry alike tell us that knowledge is now a key factor of production, a fundamental basis of competitiveness – at the personal, enterprise and national levels. And as knowledge is a product of learning, education is more important than ever. This is why education has become such a prominent topic in the public discourse of social promise.

The expectations of education have been ratcheted up. More than ever before, people are saying that education is pivotal to social and economic progress. This does not necessarily translate immediately into greater public investment in education (a businesslike approach, one would think). But today's rhetoric about the importance of education does give educators greater leverage in the public discourse than we had until recently.



Stated simply, in a knowledge economy in which more and more jobs require greater depths of knowledge, schools must do what they can to bridge the knowledge gaps. If they can achieve this, they are at least doing something to ameliorate the worst systemic material inequalities. Schools, in other words, have a new opportunity, a new responsibility and a new challenge to build societies that are more inclusive of social classes whose access to material resources was historically limited.

Despite this, educators struggle to find the resources to meet increasing expectations, despite all talk of a 'knowledge society' and 'new economy'. We may have listened to this rhetoric with a great deal of skepticism given the struggles we educators face. Nevertheless, we need to grasp what is rhetorically or genuinely new in our times. We must seize the drift of contemporary public discourse, and position ourselves centrally. Here is our chance: the stuff of knowledge is no more and no less than the stuff of learning. Surely too, this new kind of society requires a new kind of learning and that a new social status is ascribed to education. It is our role as educators to advocate for education, to make a claim for the allocation of the social resources required in order to meet expanding expectations.

Designs for Social Futures: Towards 'New Learning'

How might we imagine a better society which locates education at the heart of things?

This heart may well be economic in the sense that it is bound to material self-improvement or personal ambition. Equally, however, education is a space to re-imagine and try out a new and better world which delivers improved material, environmental and cultural outcomes for all. Education must surely be a place of open possibilities, for personal growth, for social transformation and for the deepening of democracy. Such is the agenda of 'New Learning', explicitly or implicitly. This agenda holds whether our work and thinking is expansive and philosophical or local and finely grained.

If we were to choose a single word to characterize the agenda of the New Learning, it is to be 'transformative'. New Learning is thus not simply based on a reading of change. It is also grounded in an optimistic agenda in which we educators can constructively contribute to change. If knowledge is indeed as pivotal in contemporary society as the 'new economy' commentators and politicians claim, then educators should seize the agenda and position themselves as forces of change. We have a professional responsibility to be change agents who design the education for the future and who, in so doing, also help design the future.

You might see this as a sensible conservatism, sensible for being realistic about the contemporary forces of technology, globalization and cultural change. Or you could see it to be an emancipatory agenda that aspires to make a future that is different from the present by addressing its many crises – of poverty, environment, cultural difference and existential meaning, for instance. In other words, the transformation may be pragmatic (enabling learners to do their best in the given social conditions) or it may be emancipatory (making the world a better place) or it may be both.

At its best, transformative New Learning embodies a realistic view of contemporary society, or the kinds of knowledge and capacities for knowing that children need to develop in order to be good workers in a 'knowledge economy'; participating citizens in a globalized, cosmopolitan society; and balanced personalities in a society that affords a range of life choices that at times feels overwhelming. It nurtures the social sensibilities of a kind of person who understands that they determine the world by their actions as much as they are determined by that world. It creates a person who understands how their individual needs are inextricably linked with their responsibility to work for the common good as we become more and more closely connected into ever-expanding and overlapping social networks.

The issue is not merely one of quantity. It is not simply a matter of providing more education for more people. While many nations persevere with educational structures founded in the 19th century or earlier, the knowledge economy demands different and creative approaches to learning. Schools, at least in their traditional form, may not dominate the educational landscape of the 21st century. Neat segregations of the past may crumble. Given may give.



Learner Diversity

No learning exists without learners, in all their diversity.

It is a distinctive feature of the New Learning to recognize the enormous variability of lifeworld circumstances that learners bring to learning. The demographics are insistent: material (class, locale, family circumstances), corporeal (age, race, sex and sexuality, and physical and mental characteristics) and symbolic (culture, language, gender, affinity and persona). This conceptual starting point helps explain the telling patterns of educational and social outcomes.

Behind these demographics are real people, who have always already learned and whose range of learning possibilities are both boundless and circumscribed by what they have learned already and what they have become through that learning. Here we encounter the raw material diversity – of human experiences, dispositions, sensibilities, epistemologies and world views. These are always far more varied and complex than the raw demographics would at first glance suggest. Learning succeeds or fails to the extent that it engages the varied identities and subjectivities of learners. Engagement produces opportunity, equity and participation. Failure to engage produces failure, disadvantage and inequality.

The questions we face as educators today are big, the challenges sometimes daunting. How do we, for instance, ensure that education fulfills its democratic mission, through quality teaching, a transformative curriculum and dedicated programs that address inequality? Targeting groups who are disadvantaged and 'at risk' is an essential responsibility of educators, not on the basis of moral arguments alone but also because of the economic and social dangers of allowing individuals and groups to be excluded.

Education's Agendas

Professional educators of tomorrow will not be people who simply enact received systems, standards, organizational structures and professional ethics.

In this time of extraordinary social transformation and uncertainty, educators need to consider themselves to be designers of social futures, to search out new ways to address the learning needs of our society, and in so doing to position education at an inarguably central place in society.

Indeed, powerful educational ideas – about how people act and build knowledge in context and in collaboration with others, for instance – could well become leading social ideas in currently more privileged areas of endeavor, such as business and technology. Perhaps, if we can succeed at putting education at the heart of the designs for society's future, we might even be able to succeed in our various campaigns to ensure that education is innovative, empowering, just and adequately resourced.

Education in all its aspects is in a moment of transition today. The idea of 'New Learning' contrasts what education has been like in the past, with the changes we are experiencing today, with an imaginative view of the possible features of learning environments in the near future. What will learning be like, and what will teachers' jobs be like? Are we educators well enough equipped to answer the questions we encounter and address the challenges we face? Does our discipline provide us with the intellectual wherewithal to face changes of these proportions? It could, but only if we conceive education to be a science as rigorous in its methods and as ambitious in its scope as any other.

Education's agenda is intellectually expansive and practically ambitious. It is learner-transformative, enabling productive workers, participating citizens and fulfilled persons. And it is world-transformative as we interrogate the human nature of learning and its role in imagining and enacting new ways of being human and living socially: shaping our identities, framing our ways of belonging, using technologies, representing meanings in new ways and through new media, building participatory spaces and collaborating to build and rebuild the world. These are enormous intellectual and practical challenges.

Scope & Concerns



Transformative education is an act of imagination for the future of learning and an attempt to find practical ways to develop aspects of this future in the educational practices of the present. It is an open-ended struggle rather than a clear destination, a process rather than a formula for action. It is a work-in-progress.

The science of education is a domain of social imagination, experimentation, invention and action. It's big. It's ambitious. And it's determinedly practical.

The Learning Conference, journals, book imprint and online network provide a forum for dialogue about the nature and future of learning. They are places for presenting research and reflections on education both in general terms and through the minutiae of practice. They attempt to build an agenda for a new learning, and more ambitiously an agenda for a knowledge society which is as good as the promise of its name.



Pedagogy and Curriculum

Exploring the processes of designing and implementing learning experiences, including decisions regarding content (curriculum) and strategies for instruction (pedagogy).

Living Tensions:

- Pedagogical theory and instructional practice
- Curriculum as a program of learning
- Educational reform in curriculum and instruction
- Differentiating and personalizing instruction
- Teachers' content knowledge or pedagogical knowledge

Assessment and Evaluation

Investigates the processes of specifying educational outcomes and designing methods for measuring student learning, evaluating the effectiveness of educational interventions, or assessing the impact of educational programs on learners, teachers, institutions, and society.

Living Tensions:

- Purposes of assessment (diagnostic, formative, summative)
- The politics and practice of educational accountability
- Intelligence or ability, competence or capacity: what are the measurable ends of education?
- Assessment strategies (portfolio, adaptive, computer, embedded)
- Types of educational measurement (qualitative, quantitative; cognitive, affective, performance)
- Educational research methodologies (descriptive, experimental, participatory, action research)
- Program evaluation: purposes, strategies, role in educational reform

Educational Organization and Leadership

Inquires into the organization of formal systems of education and their impact on the teaching and learning process. Examines issues of professionalism in education and the roles of administrators and governing bodies on the educational institution and environment.

Living Tensions:

- Learning environments: the changing shape of educational institutions, and changing sites of learning
- The role of educational organizations in society and/or social change
- The teaching profession: teachers' work, roles, and responsibilities
- Educational policies
- The changing purposes of education: shaping new kinds of worker, citizen and personal identities
- Educational administrators: effective leadership in a changing society



Early Childhood Learning

Investigations of learning and development in the first seven years of life, and the impact of formal, family, and socio-cultural influences on early learning.

Living Tensions:

- Influences of family and social/cultural environments on early learning
- Early childhood education: the roles of daycare, preschool, kindergartens
- Early childhood literacies, arts and communications
- Early childhood numeracies and science

Learning in Higher Education

Studies of tertiary or postsecondary education: institutional concerns (admissions, funding, scope and quality of educational offerings); instructional strategies and effectiveness with tertiary learners; the postsecondary learning environment. Also includes teacher education programs: their place in the university, how to prepare today's pre-service teachers for tomorrow's schools; issues of requirements, licensure, balancing theoretical and applied learning.

Living Tensions:

- The future of the university: its links to work, citizenship and identity
- Tertiary teaching and learning
- Knowledge ecologies: linking research and teaching in higher education
- Pre-service teacher education: policies, programs, and practices

Adult, Community, and Professional Learning

Explores adult learning in a variety of contexts, from adult basic education to workplace training and professional learning. Includes in-service and professional development for teachers.

Living Tensions:

- Formal and informal learning opportunities for adult learners
- Lifelong learning for the society of constant change
- Professional continuing education and workplace training and development
- Vocational education and training for the future
- Apprenticeship and other models of technical and further education
- Popular and community education
- Teacher in-service and professional development



Learner Diversity and Identities

Focuses on recognizing and responding to individual diversity in learners and on the dynamics of teaching and learning in diverse communities and classrooms. Considers issues of learners' identities and inter-relationships among students, as well as strategies for promoting social justice, multicultural understanding, and tolerance.

Living Tensions:

- Inclusive education
- Equity, participation and opportunity
- Minorities and Majorities: how these are changing
- Special education, learning difficulties, disability
- International, global, multicultural and cross-cultural education

Technologies in Learning

Explores the role of technologies in learning, and processes of learning about and through technologies.

Living Tensions:

- Technology and human values: learning through and about technology
- Crossing the digital divide: access to learning in, and about, the digital world
- New tools for learning: online digitally mediated learning
- Virtual worlds, virtual classrooms: interactive, self-paced and autonomous learning
- Ubiquitous learning: using the affordances of the new media
Distance learning: reducing the distance

Literacies Learning

Inquiries into the processes of learning to read, write and communicate using new media and multimodal literacies.

Living Tensions

- Defining new literacies
- Languages of power: literacy's role in social access
- Instructional responses to individual differences in literacy learning
- The visual and the verbal: Multiliteracies and multimodal communications
- Literacy in learning: language in learning across the subject areas
- The changing role of libraries in literacies learning
- Languages education and second language learning
- Multilingual learning for a multicultural world
- The arts and design in multimodal learning
- The computer, internet, and digital media: educational challenges and responses



Science, Mathematics and Technology Learning

Studies of best practices in teaching and learning science, mathematics and technology.

Living Tensions

- Science disciplines: learning physics, chemistry, biology and other sciences
- Learning in and about the natural environment
- Modes of instruction (didactic, inquiry, collaborative)
- Mathematics pedagogies
- Learning about and through technologies
- Teachers' pedagogical content knowledge



Bill Cope

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Bill Cope is a professor in the Department of Education Policy, Organization & Leadership at the University of Illinois, Urbana-Champaign. He and Mary Kalantzis are directors of Common Ground Research Networks, a not-for-profit organization developing and applying new publishing technologies. His research interests include theories and practices of pedagogy, cultural and linguistic diversity, and new technologies of representation and communication. His and Kalantzis' recent research has focused on the development of digital writing and assessment technologies, with the support of a number of major grants from the US Department of Education, the Bill and Melinda Gates Foundation, and the National Science Foundation. The result has been Scholar, a multi-modal writing and assessment environment.

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Mary Kalantzis was dean of the College of Education at the University of Illinois, Urbana-Champaign, United States from 2006 to 2016. Before this, she was dean of the Faculty of Education, Language and Community Services at RMIT University, Melbourne, Australia, and president of the Australian Council of Deans of Education. With Bill Cope, she has co-authored or co-edited: *New Learning: Elements of a Science of Education*, Cambridge University Press, 2008 (2nd edition, 2012); *Ubiquitous Learning*, University of Illinois Press, 2009; *Towards a Semantic Web: Connecting Knowledge in Academic Research*, Elsevier, 2009; *Literacies*, Cambridge University Press 2012 (2nd edition, 2016); *A Pedagogy of Multiliteracies*, Palgrave, 2016; and *e-Learning Ecologies*, Routledge, 2016.



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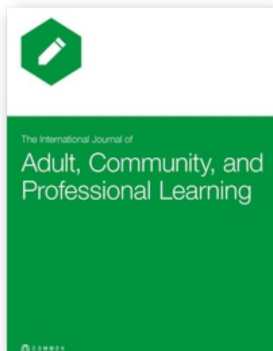
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The Learner Journal Collection

Exploring the meaning and purpose of education, with a focus on innovative pedagogies and a view to new social possibilities through education.



The International Journal of Adult, Community and Professional Learning

The International Journal of Adult, Community, and Professional Learning explores adult learning in a variety of contexts, from adult basic education to workplace training and professional learning.

Collection Founded: 1995

Serial Founded: 2013 (Volume 19)

ISSN: 2328-6318 (Print) **ISSN:** 2328-6296 (Online)

LCCN Permalink: <http://lccn.loc.gov/2013201524>

DOI: <http://doi.org/10.18848/2328-6318/CGP>

Past Publication Frequency: Quarterly (2013-2017)

Current Publication Frequency: Biannually

Indexing

- Educational Curriculum & Methods (Cabell's)
- Educational Psychology & Administration (Cabell's)
- Education Source (EBSCO)
- Education Journals (ProQuest)
- Genamics
- Scopus (Elsevier)
- The Australian Research Council (ARC)
- Ulrich's Periodicals Directory



The International Journal of Assessment and Evaluation

The International Journal of Assessment and Evaluation investigates the dimensions of educational measurement.

Collection Founded: 1995
Serial Founded: 2013 (Volume 19)
ISSN: 2327-7920 (Print) ISSN: 2327-8692 (Online)
LCCN Permalink: <http://lccn.loc.gov/2013201476>
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Past Publication Frequency: Quarterly (2013–2017)
Current Publication Frequency: Biannually

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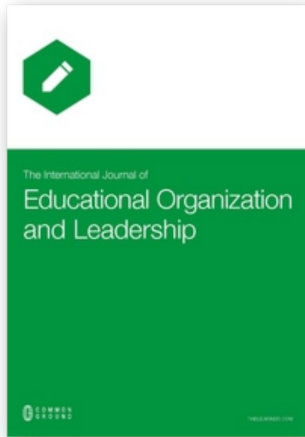
The International Journal of Early Childhood Learning

The International Journal of Early Childhood Learning investigates the dynamics of learning in the first seven years of life, including documentation of early childhood learning practices and exegeses of the effects of those practices.

Collection Founded: 1995
Serial Founded: 2013 (Volume 19)
ISSN: 2328-6318 (Print) ISSN: 2328-6296 (Online)
LCCN Permalink: <http://lccn.loc.gov/2013201524>
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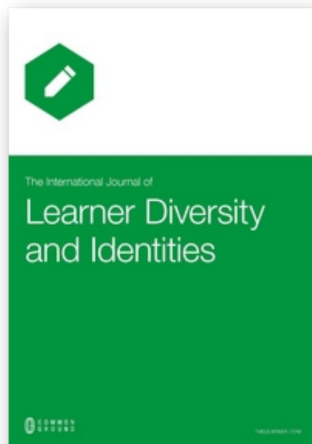
The International Journal of Educational Organization and Leadership

The International Journal of Educational Organization and Leadership inquires into the nature and processes of effective educational administration and leadership.

Collection Founded: 1995
Serial Founded: 2013 (Volume 19)
ISSN: 2329-1656 (Print) ISSN: 2329-1591 (Online)
LCCN Permalink: <https://lccn.loc.gov/2013201541>
DOI: <http://doi.org/10.18848/2329-1656/CGP>
Past Publication Frequency: Quarterly (2013–2017)
Current Publication Frequency: Biannually

Indexing

- Educational Curriculum & Methods (Cabell's)
- Educational Psychology & Administration (Cabell's)
- Education Source (EBSCO)
- Education Journals (ProQuest)
- Genamics
- Scopus (Elsevier)
- The Australian Research Council (ARC)
- Ulrich's Periodicals Directory



The International Journal of Learner Diversity and Identities

The International Journal of Learner Diversity and Identities investigates the dynamics of learning in diverse communities and classrooms.

Collection Founded: 1995
Serial Founded: 2013 (Volume 19)
ISSN: 2327-0128 (Print) ISSN: 2327-0128 (Online)
LCCN Permalink: <http://lccn.loc.gov/2013201440>
DOI: <http://doi.org/10.18848/2327-0128/CGP>
Past Publication Frequency: Quarterly (2013–2018)
Current Publication Frequency: Biannually

Indexing

- Educational Curriculum & Methods (Cabell's)
- Educational Psychology & Administration (Cabell's)
- Education Source (EBSCO)
- Education Journals (ProQuest)
- Genamics
- Scopus (Elsevier)
- The Australian Research Council (ARC)
- Ulrich's Periodicals Directory



The International Journal of Learning in Higher Education

The International Journal of Learning in Higher Education offers studies of learning at college and university levels, including teacher education.

Collection Founded: 1995

Serial Founded: 2013 (Volume 19)

ISSN: 2327-7955 (Print) ISSN: 2327-8749 (Online)

LCCN Permalink: <http://lccn.loc.gov/2013201478>

DOI: <http://doi.org/10.18848/2327-7955/CGP>

Past Publication Frequency: Quarterly (2013–2018)

Current Publication Frequency: Biannually

Indexing

- Educational Curriculum & Methods (Cabell's)
- Educational Psychology & Administration (Cabell's)
- Education Research Complete (EBSCO)
- Education Source (EBSCO)
- Education Journals (ProQuest)
- Genamics
- Scopus (Elsevier)
- The Australian Research Council (ARC)
- Ulrich's Periodicals Directory



The International Journal of Literacies

The International Journal of Literacies inquires into the processes of learning to read, write, and communicate, both in conventional alphabetical terms and using new media and multimodal literacies.

Collection Founded: 1995

Serial Founded: 2013 (Volume 19)

ISSN: 2327-0136 (Print) ISSN: 2327-266X (Online)

LCCN Permalink: <http://lccn.loc.gov/2013201441>

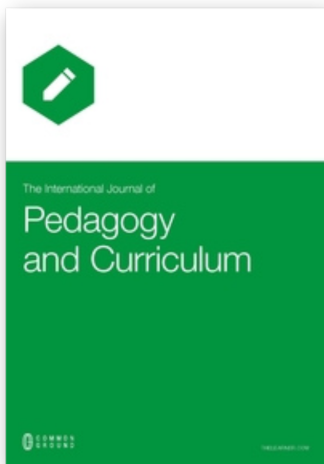
DOI: <http://doi.org/10.18848/2327-0136/CGP>

Past Publication Frequency: Quarterly (2013–2017)

Current Publication Frequency: Biannually

Indexing

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- Educational Psychology & Administration (Cabell's)
- Education Source (EBSCO)
- Education Journals (ProQuest)
- Genamics
- Scopus (Elsevier)
- The Australian Research Council (ARC)
- Ulrich's Periodicals Directory



The International Journal of Pedagogy and Curriculum

The International Journal of Pedagogy and Curriculum explores the processes of designing and implementing learning experiences and the dynamics of learning.

CoCollection Founded: 1995
Serial Founded: 2013 (Volume 19)
ISSN: 2327-7963 (Print) ISSN: 2327-9133 (Online)
LCCN Permalink: <http://lccn.loc.gov/2013201479>
DOI: <http://doi.org/10.18848/2327-7963/CGP>
Past Publication Frequency: Quarterly (2013-2018)
Current Publication Frequency: Biannually

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- Education Source (EBSCO)
- Education Journals (ProQuest)
- Genamics
- Scopus (Elsevier)
- The Australian Research Council (ARC)
- Ulrich's Periodicals Directory



The International Journal of Science, Mathematics and Technology Learning

The International Journal of Science, Mathematics, and Technology Learning offers studies of best practices in teaching and learning science, mathematics, and technology.

Collection Founded: 1995
Serial Founded: 2013 (Volume 19)
ISSN: 2327-7971 (Print) ISSN: 2327-915X (Online)
LCCN Permalink: <http://lccn.loc.gov/2013201480>
DOI: <http://doi.org/10.18848/2327-7971/CGP>
Past Publication Frequency: Quarterly (2013-2017)
Current Publication Frequency: Biannually

Indexing

- Educational Curriculum & Methods (Cabell's)
- Educational Psychology & Administration (Cabell's)
- Education Source (EBSCO)
- Education Journals (ProQuest)
- Genamics
- Scopus (Elsevier)
- Ulrich's Periodicals Directory



The International Journal of Technologies in Learning

The International Journal of Technologies in Learning explores the role of technologies in learning and processes of learning about and through technologies.

Collection Founded: 1995

Serial Founded: 2013 (Volume 19)

ISSN: 2327-0144 (Print) ISSN: 2327-2686 (Online)

LCCN Permalink: <http://lccn.loc.gov/2013201442>

DOI: <http://doi.org/10.18848/2327-0144/CGP>

Past Publication Frequency: Quarterly (2013-2017)

Current Publication Frequency: Biannually

Indexing

- Educational Curriculum & Methods (Cabell's)
- Educational Psychology & Administration (Cabell's)
- Educational Technology & Library Science (Cabell's)
- Education Source (EBSCO)
- Education Journals (ProQuest)
- Genamics
- Scopus (Elsevier)
- The Australian Research Council (ARC)
- Ulrich's Periodicals Directory



Bill Cope

University of Illinois, Urbana-Champaign, IL, United States



Bill Cope is a professor in the Department of Education Policy, Organization & Leadership at the University of Illinois, Urbana-Champaign. He and Mary Kalantzis are directors of Common Ground Research Networks, a not-for-profit organization developing and applying new publishing technologies. His research interests include theories and practices of pedagogy, cultural and linguistic diversity, and new technologies of representation and communication. His and Kalantzis' recent research has focused on the development of digital writing and assessment technologies, with the support of a number of major grants from the US Department of Education, the Bill and Melinda Gates Foundation, and the National Science Foundation. The result has been Scholar, a multi-modal writing and assessment environment.

Mary Kalantzis

University of Illinois, Urbana-Champaign, IL, United States



Mary Kalantzis was dean of the College of Education at the University of Illinois, Urbana-Champaign, United States from 2006 to 2016. Before this, she was dean of the Faculty of Education, Language and Community Services at RMIT University, Melbourne, Australia, and president of the Australian Council of Deans of Education. With Bill Cope, she has co-authored or co-edited: *New Learning: Elements of a Science of Education*, Cambridge University Press, 2008 (2nd edition, 2012); *Ubiquitous Learning*, University of Illinois Press, 2009; *Towards a Semantic Web: Connecting Knowledge in Academic Research*, Elsevier, 2009; *Literacies*, Cambridge University Press 2012 (2nd edition, 2016); *A Pedagogy of Multiliteracies*, Palgrave, 2016; and *e-Learning Ecologies*, Routledge, 2016.



Common Ground Research Networks believes firmly in the principles of open and accessible knowledge. For over 30 years we have been at the forefront of developing innovative models for scholarly communication which reflect new knowledge ecologies. Our mission has been to lower the cost of access while sustaining the independence and resilience of our Research Networks. We have a commitment to support the research produced by our members and the livelihoods of our staff and industry within which we work. We offer a variety of options to make your research accessible and make accessibility affordable.

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<https://thelearner.com/journals/open-research>

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Visit: cgnetworks.org/journals/editorial-services

Our Publishing Principles



We take research integrity seriously, following standards and best practices established by the Committee on Publication Ethics (COPE). We're also active members of key industry associations: Association of American Publishers, Association of Learned and Professional Society Publishers, The Society for Scholarly Publishing, and Crossref.

Take link below to review our policy on:

- Editorial Processes
- Peer Review
- Authorship, Co-Authorship, and Author Responsibilities
- Research with Humans or Animals
- Statement on Informed Consent
- Libel, Defamation, and Freedom of Expression
- Retractions and Corrections
- Fraudulent Research and Research Misconduct
- Transparency
- Ethical Business Practices (Ownership, Management, Governing Bodies, Access, Copyright and Licensing, Author Fees, Usage Metrics and Reporting, Data Privacy, Direct Marketing, Communication & Advertising, Editorial Team Contact Information)

<https://thelearner.com/journals/publishingethicsguidelines>



SUSTAINABLE DEVELOPMENT GOALS

Common Ground Research Networks (Not-for-Profit) is proud to be a signatory to the United Nations Sustainable Development Goals Publishers Compact. Launched in collaboration with the International Publishers Association, the compact "features 10 action points that publishers, publishing associations, and others can commit to undertaking in order to accelerate progress to achieve the Sustainable Development Goals (SDGs) by 2030. Signatories aspire to develop sustainable practices and act as champions of the SDGs, publishing books and journals that will help inform, develop and inspire action in that direction."

MEMBERS OF THE FOLLOWING ORGANIZATIONS



Association of Learned and Professional Society Publishers



Society for Scholarly Publishing





The XXIX
International
Conference on
Learning



Founded in 1989, **International Conference on Learning** is brought together around a common concern for learning in all its sites, formal and informal, and at all levels, from early childhood, to schools, colleges and universities, and adult, community and workplace education.

Past Events:

- 2003 - University of the Aegean, Rhodes, Greece
- 2004 - Monash University Centre in Prato, Italy
- 2005 - Cambridge University, Cambridge, UK
- 2006 - University of Carthage in Tunis, Tunisia
- 2007 - American University of Paris, France
- 2008 - Fatih University, Istanbul, Turkey
- 2009 - Friendship Palace, Beijing, China
- 2010 - University of California, Los Angeles, USA
- 2011 - Universidad de Granada, Granada, Spain
- 2012 - The Centre Mont-Royal, Montréal, Canada
- 2013 - Eötvös Loránd University, Budapest, Hungary
- 2014 - Universidad CEU San Pablo, Madrid, Spain
- 2015 - University of British Columbia, Vancouver, Canada
- 2016 - University of Illinois at Chicago, Chicago, USA
- 2017 - Imperial College London, London, UK
- 2018 - University of Pennsylvania, Philadelphia, USA
- 2019 - University of Granada, Granada, Spain
- 2020 - Ca' Foscari University of Venice, Venice, Italy (Virtual)
- 2021 - Universidad Complutense Madrid, Spain



2022 Conference Chairs

Anna M. Devís Arbona

Professor, Department of Language and Literature Didactics, Faculty of Education, University of Valencia, Valencia, Spain

Ángela Gómez López

Associate Professor, Department of Language and Literature Didactics, Faculty of Education, University of Valencia, Valencia, Spain

M. Begoña Gómez Devís

Professor, Department of Language and Literature Didactics, Faculty of Education, University of Valencia, Valencia, Spain

Francesca Romero Forteza

Professor, Department of Applied Linguistics, Polytechnic University of Valencia, Valencia, Spain

Host Institution





Intercultural Learning in Plurilingual Contexts

The Special Focus of the 2022 conference explores the ways in which globalization and migratory flows have come to shape all levels of contemporary society. In the context of these broader social transformations, how do educators and institutions of learning address the question of intercultural dialogue? How might we approach multicultural complexity at different educational levels? If one of the major challenges of education in the 21st century will be how we deal with students' heterogeneity and complexity, from a pedagogical perspective, how we must prepare educators with the tools for necessary for intercultural knowledge and dialogue? How can we imagine and create a world where deep and constantly changing diversity is considered normal?



Fernando Trujillo Sáez

Lecturer, Department of Language and Literature Didactis, University of Granada, Spain



Fernando Trujillo Sáez has a Ph.D. in English Philology and is currently a university lecturer in the Department of Language and Literature Didactics. He teaches Education, Economics, and Technology of Ceuta at the University of Granada. Fernando previously was Vice-Dean of Research and International Relations at the university from 2000 to 2008. In 2017 he received the I University of Granada-Caja Rural de Granada Award for Communication and Innovation in Digital Media (2016 Edition). Fernando currently co-directs the Master in Health Promotion and Community Health, run by the Andalusian School of Public Health and the University of Granada, and he teaches in the Master in Educational Innovation at the University Carlos III of Madrid and the Master in Facilitation of Learning and Innovation at the University of Mondragon and TeamLabs; in the linguistic field, he teaches in the Master in Teaching Spanish as a Foreign Language and the Master in Bilingual Teaching, both at the University Pablo de Olavide. Fernando is currently participating, among other projects, in the European Commission's Joint Research Centre's research project "COVID and Education 2020-21". His latest book is entitled "Learning and teaching in times of lockdown" and has been published in September 2020 by Los Libros de la catarata. The "Global Competence Framework for Learning and Education in the Digital Age" (2020), which Fernando coordinated for the ProFuturo Foundation, has been translated into English, French and Portuguese and is used in the 40 countries where the Foundation operates. In the media, he has collaborated with Radio Algeciras (Cadena Ser), The Conversation and El Diario de la Educación. Fernando leads the research group HUM-840 "Open Knowledge for Social Action" at the University of Granada and is also a founding partner and scientific advisor of Conecta13, a spin-off of the University of Granada dedicated to consultancy on education, professional development, and ICT.

Eva Morón Olivares

Professor, Department of Language and Literature, University of Valencia, Spain



Eva Morón Olivares is a Professor of the Department of Language and Literature Teaching at the University of Valencia (Spain). She received her PhD in Hispanic Philology from the University of Granada in Spain. She leads the Teaching Innovation Group Sine qua non. Literary education and teacher training students (UV-SFPIE_PID-1638104, University of Valencia). Her Current lines of research include, Literary Education in Higher Education. Pedagogical Content Knowledge in Language and Literature.



Kristi Jauregi-Ondarra

Associate Professor, Utrecht University, Utrecht, the Netherlands



Kristi Jauregi-Ondarra is an associate professor at Utrecht University (the Netherlands) and a member of the "Language Education" research group at Uil-OTS (Utrecht University). Her main area of research is on Computer-Assisted Language Learning (CALL). She is particularly interested in studying how meaningful implementation of Virtual Exchanges, or Telecollaboration projects, can play a crucial role in enhancing students' intercultural language learning processes, and in transforming teachers' pedagogical approaches to foreign language teaching. Her recent focus of study centers on the impact cutting-edge technologies (immersive Virtual Reality and Augmented Reality) and digital games have on intercultural language learning processes. She has initiated and coordinated innovative European projects (TeCoLa, TILA & NIFLAR) since 2005. From 2022 to 2025 she will lead the European E-LIVE project (Engaging Languages for Intercultural Virtual Exchange) in close collaboration with the universities of Valencia and Clermont-Ferrand, and secondary schools (El Quint and Nuenen college). She has published extensively on CALL relevant issues with a special focus on intercultural language teaching and learning. (<https://www.uu.nl/staff/MKJauregiOndarra/Research%20output>)

Bill Cope

College of Education, University of Illinois, Urbana-Champaign, IL, United States



Bill Cope is a professor in the Department of Education Policy, Organization & Leadership at the University of Illinois, Urbana-Champaign. He and Mary Kalantzis are directors of Common Ground Research Networks, a not-for-profit organization developing and applying new publishing technologies. His research interests include theories and practices of pedagogy, cultural and linguistic diversity, and new technologies of representation and communication. His and Kalantzis' recent research has focused on the development of digital writing and assessment technologies, with the support of a number of major grants from the US Department of Education, the Bill and Melinda Gates Foundation, and the National Science Foundation. The result has been Scholar, a multi-modal writing and assessment environment.



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Anastasia-Olga (Olnancy) Tzirides

University of Illinois, Urbana-Champaign, IL, United States



Anastasia-Olga (Olnancy) Tzirides holds a Ph.D. in the Learning Design and Leadership Program from the University of Illinois, Urbana-Champaign (UIUC). Her research interests include advanced digital technologies, artificial intelligence, user experience research, learning design, online education, as well as language and culture learning. Her dissertation research project focused on exploring the potential of advanced digital technologies and artificial intelligence for collaborative language learning utilizing translanguaging and multimodal communication approaches. In the past, she has worked as a teaching assistant and learning designer for online graduate courses in the Learning Design and Leadership Program and the International Studies Program at the College of Education, UIUC. She was also an instructor at the Modern Greek Studies program at the University of Illinois Urbana-Champaign and designed the elementary and intermediate level courses in an online format. Anastasia-Olga also holds a joint Master's degree in Multilingual and Multicultural Education from the Aristotle University of Thessaloniki, Greece and Université du Maine, France, and a Bachelor's degree in Elementary Education from the Aristotle University of Thessaloniki, Greece.



Each year a small number of Emerging Scholar Awards are given to outstanding early-career scholars or graduate students. Here are our 2022 Emerging Scholar Award Winners.

Dr. Monica Lakhwani

Jefferson County Public
Schools, USA



Valerie Roberts

University of Colorado
Colorado Springs, USA



Christy Jean Kotze

University of South Africa
(UNISA), South Africa



Dr. Gillian O'Hagan

CPsychol, St Mary's University
College, Northern Ireland



Dr. Julie Dell-Jones

Universite' Mohammed V,
Fulbright Scholar Morocco,
Morocco



Jhon Eduardo Mosquera

Pérez
Universidad Pontificia Bolivariana,
Colombia



Patience Agana

University of Colorado
Colorado Springs, USA



Patricia Nicholl

Queen's University Belfast,
Northern Ireland





Online Engagement Session

We are excited to announce the online conference will be delivered on the CGScholar platform – developed by the Common Ground Media Lab, the research and technology arm of Common Ground Research Networks.

This special event will walk you through the CGScholar Event Microsite so you have a rich online experience by learning how to comment and participate online. It will also teach delegates how to update their profile and Presenter Pages in order to add digital media: video, sound, other files.

12 July 10:00 AM (CST USA)

Online 'Think & Drink' Welcome Reception

Join other delegates for a pre-conference welcome reception. We'll discuss this year's theme, and walk you through the CGScholar Event Microsite so you have a rich online experience.

12 July 12:00 PM (CST USA)

Online Talking Circle

Talking Circles are a distinctive feature of our in-person conference, and this year we are also taking them online. Talking Circles offer an opportunity to meet other delegates face-to-face, and engage in extended discussion about the issues and concerns they feel are of utmost importance to that segment of the Research Network. Participation is open, encouraged, and supported.

14 July 11:00 AM (CST USA)

Conference Closing Reception

Common Ground Research Networks and the International Conference on Learning will be hosting a closing reception at the University of Valencia. This will be held directly following the last parallel session of the third day, Friday, 15 July 2022. Join other conference delegates and plenary speakers for a welcome reception while enjoying drinks, light hors d'oeuvres, and a chance to converse.

15 July (Following the last session of the day)



Congress Tour: City of Valencia

After the first day of the Congress (July 13), the speakers of the Congress will be offered a 2-hour guided tour of the city of Valencia. A coach will pick up the participants at the Faculty of Education to begin a panoramic tour of the Port area, the City of Arts and Sciences, and later leave them at the North Station, an emblem of Valencian regional modernism that acquired great importance in beginning of the 20th century with the orange trade. From there, the walking tour begins with two guides, one in Spanish and the other in English.

The visit will pass through the most representative points of the historic center of the city to see the most interesting parts such as the Town Hall Square, the Redonda Square, the Market Square and end at the Virgin Square, while contemplating some of the buildings highlights of this city. There after the visit, the participants can enjoy the places offered by the famous neighborhood of Carmen, where they can taste some tapas or a snack, such as the famous Agua de Valencia.

This visit would be a quiet walk around the city, externally visiting some of the most important architectural landmarks of the city.

NOTE : It is recommended to wear comfortable shoes and bring a bottle of water.

Date: July 13, 2022

Place of departure: Faculty of Teaching

Hours: 19:00 (2 hours long)

Language: bilingual (Spanish and English)

Price: \$20

Guided Coach Tour of the Albufera

Located next to the Mediterranean, the Albufera is a unique natural space, an authentic reserve of flora and fauna since, in addition to being a natural park, it is recognized as one of the Ramsar wetlands of international importance, and since 1994, as a special protection area for the birds (ZEPA), where the visitor will be reunited with nature and with the sensation of peace and harmony that only the Earth knows how to transmit.

Surrounding the lake is a landscape of marshes and rice paddies, which is completely transformed according to the cycle of cultivation: green in summer, blue in winter when the water floods the fields, and brown when the land is exposed.

As if that were not enough, the Valencian writer Vicente Blasco Ibáñez was inspired by the beauty of the lake to tell the life of its farmers and fishermen in novels such as *Cañas y Barro* or *La Barraca*

After the visit to the Albufera, there would be a small panoramic tour from the bus through the area of the port of Valencia and the Marina Real.

Date: July 12, 2022

Place of departure: City of Arts and Sciences

Hours: 18:00

Language: bilingual (Spanish and English)

Price: \$30



The Learner Research Network was founded with a commitment to providing innovative spaces for Research Network members to interact, converse, and learn from each other. In this critical moment, we must re-imagine the scholarly conference. We should consider our climate impacts, public health obligations, the need to dismantle the enduring blockages of access and participation, while at the same time supporting the development of meaningful relationships in both in-person and online environments. We are taking on these challenges by offering a blended conference experience, with session types explicitly designed to make the most of both online and in-person social knowledge processes.

Blended Ways of Speaking

Plenary Sessions

- **In-Person Blended:** A traditional lecture format
- **Online Only:** Online versions of the plenary sessions will be delivered as a mix (depending on the speaker and space) of live or recorded videos for the delegates to view in real-time or at their own pace.

Garden Conversation

- **In-Person Blended:** An informal discussion space in a non-traditional setting.
- **Online Only:** Online versions of the Garden Sessions will be delivered as a mix (depending on the speaker and space) of live or recorded videos for the delegates to view and engage in real-time, or to view at a time of their choosing. An online discussion board will be available to facilitate conversation and will be open to both in-person and remote participants

Talking Circles

- **In-Person Blended:** An in-person space to meet, framed by thematic areas
- **Online Only:** An online space to meet framed by thematic areas. An online discussion board will be available to facilitate conversation and will be open to both in-person and remote participants.

Themed Paper Presentations

- **In-Person Blended:** The formal oral presentation of work should be limited to 20 minutes. Presentations are grouped according to topic or perspective into these themed sessions (which are usually either 75 or 100 minutes), with time provided after all of the presentations for Q&A and group discussion. Presenters are welcome to include visual supports (paper handouts, computer slides, or digital displays) to assist delivery of their oral presentation. Please note that we cannot provide photocopying facilities at the conference, but we will provide data projectors in each room. Multiple-authored presentations are welcome, although only one article may be submitted to the journal based on each presentation.
- **Online Only:** We recommend a full presentation of no more than 20 minutes. Presenters are welcome to include visual supports (PDF, PP, ect) to assist delivery of their oral presentation. These will be available to all conference participants. An online discussion board will be available to facilitate conversation, and will be open to both in-person and remote participants.

Focused Discussion

- **In-Person Blended:** Presenters are each assigned a numbered table in a large meeting room for the full session (usually about 45 minutes), during which time they converse and interact with interested delegates who join them at their table. The discussion may begin with the author presenting a synopsis of their work, to generate discussion on the topic. Authors are encouraged to bring copies of their papers and/or a short handout summarizing their work for distribution at their tables. Multiple authors of a single paper may participate, and one article per roundtable may be submitted for publication.
- **Online Only:** Create a discussion-oriented video up to 45 minutes long. Outline your work, and suggest open questions for exchange of views and dialogue. An online discussion board will be available to facilitate conversation and will be open to both in-person and remote participants.

Workshop/Interactive Session

- **In-Person Blended:** An interactive 45-minute session that involves the audience throughout the session, and involves at least 30 minutes of audience participation.
- **Online Only:** A 45 minute live or recorded video of your workshop. If you are an in-person presenter, you will need to arrange and record this at a different time from your in-person session. If you are a remote presenter, you can offer your workshop at the designated time in the conference program. An online discussion board will be available to facilitate conversation and will be open to both in-person and remote participants.

Poster Sessions

- **In-Person Blended:** In these sessions (generally about 45 minutes), authors have the opportunity to display or exhibit their work and engage in an informal discussion with other delegates throughout the session. Displays may be posters (maximum 121.92 x 91.44 centimeters/4x3 feet), digital/computer displays, artwork, or other visual media. Space for the poster or exhibit will be provided at the conference, however, all materials must be organized by the presenter, including posters, displays, handouts, or other appropriate materials. We cannot guarantee a dedicated power source for each presenter.
- **Online Only:** Provide your poster in PDF or single PowerPoint slide. Please be sure that the file resolution is sufficient to be able to read these when downloaded. An online discussion board will be available to facilitate conversation and will be open to both in-person and remote participants.



12-14 July 2023

Thirtieth International Conference on Learning
University of São Paulo, São Paulo, Brazil

Guide to the Guide

HEADING STRUCTURE

Access

Guides to Ensure **Access**

Navigate

Guides on How to **Navigate**

Engage

Guides on How to **Engage**

SCHOLAR MEANINGS

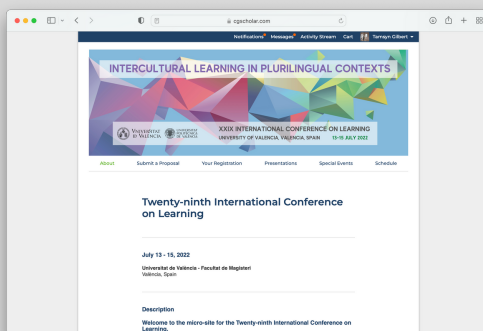
Everywhere you see an underlined term look to the Scholar Meanings box at bottom of page for more detailed information.

CGScholar Meanings

Access

Navigate to your **Microsite** ...

The **Event Microsite** in CGScholar will be your hub for navigating the conference. If you are an In-Person Blended delegate it's where you'll view the schedule, find your way around the venue, and engage with digital media and online discussion boards. If you are Online Only it is where you'll view the schedule, find live sessions, and engage with asynchronous digital media and online discussion boards.

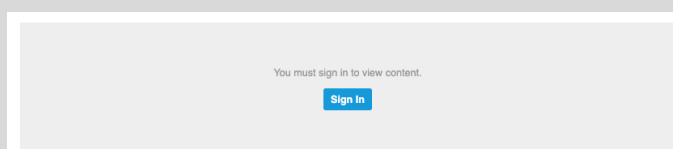


Visit: cgscholar.com/cg_event/events/L22/about

Access

Make sure you are **Signed-In**...

Before starting any session in the Event Microsite ensure you are **Signed-In**. If you are not Registered you'll be prompted to do so.



CGScholar Meanings

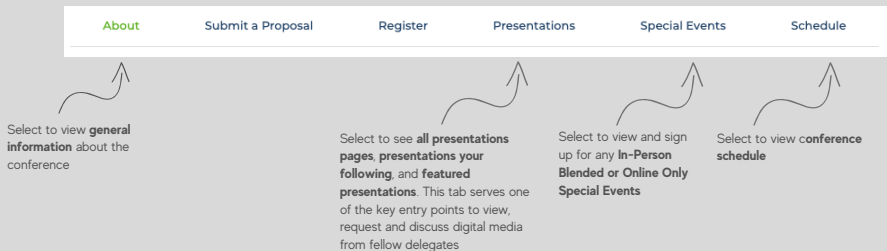
Event Microsite: The CGScholar Event Microsite is your 'hub' for the online portion of the conference. It is where you will find your Presenter Page, sign up for special events, and view the Event Schedule.

Registered: Registering for the conference will give you access to the conference content. You can register for the conference under the 'Registration' tab on the CGScholar Event Microsite.

Navigate

From the Landing Page ...

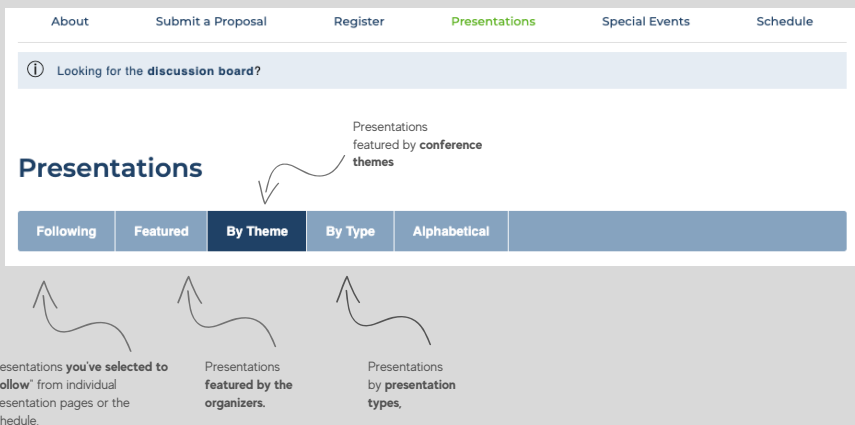
The main URL for the Microsite will take you to the **Landing Page**. For both In-Person Blended and Online Only this top-level navigation will be the entry points for all actions, content, and social activity.



Navigate

From the Presentations Tab ...

The **Presentations** tab is the entry point to view all In-Person Blended and Online Only Presentation Pages. The sub-navigation offers different ways of viewing the lists of presentations.



CGScholar Meanings

In-Person Blended: An In-Person Blended delegate is one who has registered to participate in-person at the conference venue, and online.

Online Only: An Online Only delegate is one who will only participate in the conference online.

Presentation Pages: A Presentation Page is a unique page for each presentation. If you are presenting at the conference, you can edit and upload your digital media to your Presentation Page. You can also view other delegates Presentation Pages.

Featured: A Featured session is one which is highlighted by the conference organizers or local hosts. In most cases, these are the Emerging Scholars Presentation Pages, but can also include Advisory Board sessions, Plenary Sessions and other notable sessions.

Theme: Each Research Network has a number of themes that are consistent from year to year. There is also a Special Focus theme that is unique to each conference year.

Type: Presentation type is **how** you will present. This can be a Themed Paper Presentation, or a Poster session or a Workshop.

Navigate

From the Schedule Tab ...

The **Schedule** tab is the entry point to the program for all In-Person Blended and Online Only delegates. In-Person Blended tabs will be marked with dates and times. Online Only content is asynchronous, unless marked with date and time.

The screenshot shows the 'Schedule' tab of a conference website. At the top, there are navigation tabs: 'About', 'Submit a Proposal', 'Register', 'Presentations', 'Special Events', and 'Schedule' (highlighted in green). Below the navigation is a header 'Navigating the Schedule' with an information icon. The main content area is titled 'Schedule' and features a dropdown menu set to 'English Language Sessions'. Below this is a row of tabs for 'Pre-Conference' (13 JAN 2022), 'Day One' (14 JAN 2022), and 'Day Two' (15 JAN 2022). The 'Day One' tab is selected. The main content area displays a list of sessions, each with a title, presenter information, and a 'Discuss' or 'Follow' button. Annotations with arrows point to various elements: 'Guide to navigating the conference schedule' points to the 'Navigating the Schedule' header; 'Tabs for each day of the conference.' points to the day tabs; 'Use to switch between English and Spanish Language Sessions' points to the dropdown menu; 'Select Themed Panel titles/headers to view all presentations for the themed panel...' points to the 'Emphasis on Education (Asynchronous Session)' header; 'Select Presentation titles / headers presentations pages...' points to the 'Creating a More Resilient Inclusive Culture in Higher Education' header; 'Select names to open CGScholar profiles...' points to the presenter names; 'Select Discuss to go directly to the Discussion Board to comment on presentation/s' points to the 'Discuss' button; and 'Select Follow to add this presentation to your Following list...' points to the 'Follow' button.

Guide to navigating the conference schedule

Tabs for each day of the conference.

Use to switch between English and Spanish Language Sessions

Select **Themed Panel** titles/headers to view all presentations for the themed panel. You'll find (or be able to request) digital media to view on each individual presentation page.

Select **Presentation** titles / headers presentations pages. On these pages you'll find (or be able to request) digital media to view.

Select names to open **CGScholar profiles** in the Community space in CGScholar. Here you'll be able view their profile, add as your "Peer" and send messages.

Select **Discuss** to go directly to the **Discussion Board** to comment on presentation/s

Select **Follow** to add this presentation to your **Following** list in the presentation tab. Once you've selected Following you'll also receive email notification for all comments the discussion board for that presentation.

CGScholar Meanings

Asynchronous: Asynchronous content are presentations which are Online Only, and are not dependent on a date and time for presentation, but a Digital Media upload.

English and Spanish Language Sessions: Under this drop down, you can 'flip' between sessions in English, or sessions in Spanish.

Themed Panel: A Themed Panel is a grouping of three or four Themed Paper Presentations according to theme and topic. Each Themed Panel has its own discussion board, and title.

CGScholar Profile Page: Each CGScholar user has their own profile page with headshot, bio and educational information.

Community: The Research Network Community page is where you will find the latest Updates and information about what is happening in the Research Network.

Discuss / Discussion Boards: The discuss button will take you to the discussion board for that session (Plenary Session or Themed Panel, for example). Here you can pose questions, comment on Digital Media and engage with other delegates.

Navigate

From a Presentation Page ...

Each presenter is given a personal **Presenter Page**. On **Presenter Pages** you can read the Abstract, view or request Digital Media, or Follow the presentation. You can also follow link breadcrumbs to other presentations in the same Theme or Presentation Type.

The screenshot shows a presentation page with a navigation bar at the top containing links for 'About', 'Submit a Proposal', 'Register', 'Presentations' (highlighted), 'Special Events', and 'Schedule'. The main title is 'Going it Alone : Primary Caregivers and the Consequences of Support Loss in the Transition to Remote Work'. Below the title is a 'Follow' button. A callout arrow points to this button with the text: 'Select Follow to add this presentation to your Following list in the presentation tab. Once you've selected Following you'll also receive email notification for all comments the discussion board for that presentation.' Below the title is a metadata bar: 'THEMED PANEL: PAPER PRESENTATION IN A THEMED SESSION | JAN 14, 2022 | 36 Engagements'. The 'Abstract' section contains a paragraph of text. Below the abstract is the 'Presenters' section, listing 'Nathaniel Young' as a 'Research Associate, Marketing, O.C. Tanner, Utah, United States'. The 'Details' section includes 'PRESENTATION TYPE: Paper Presentation in a Themed Session', 'THEME: The Value of Culture and the Demand of Change', and 'KEYWORDS: Caregivers, Remote, Work, Equity, Labor, Participation'. At the bottom is a 'Digital Media' section with a callout arrow pointing to it from the text: 'VIEW DIGITAL MEDIA'. Another callout arrow points to the 'Digital Media' section from the text: 'REQUEST DIGITAL MEDIA'.

Select names to open CGS Scholar profiles in the Community space in CGS Scholar. Here you'll be able view their profile, add as your "Peer" and send messages.

Select Presentation Type to see other presentations of a similar type

Select Theme to see other presentations of a similar conference theme.

VIEW DIGITAL MEDIA

REQUEST DIGITAL MEDIA

The screenshot shows a digital media player interface. The title is 'Digital Media'. Below it is a video player showing a slide with the text 'Employees as Lifelong Learners: Characteristics and Promotion in The 21st Century'. The slide also includes the name 'Nathaniel Young, PhD' and the affiliation 'O.C. Tanner, Utah, United States'. Below the video player is a download icon and the text 'Employees As Lifelong Learners: Characteristics And Promotion In That Organizations (PDF) Nathaniel Young, Presentation, 201312.pdf'.

The screenshot shows a digital media player interface with the title 'Digital Media'. Below the title is a large grey box containing the text: 'This presenter hasn't added media. Request media and follow this presentation.'

CGS Scholar Meanings

Digital Media: Digital Media is the asynchronous method for delegates to view your presentation. Digital media can be an embedded video, a PowerPoint with audio, a PDF or an mp4 file.

Request Digital Media: If a delegate has not uploaded their Digital Media to their Presentation Page, you can request that digital media by clicking the link. The delegate will then receive an email reminding them to upload their Digital Media, and you will automatically 'follow' that session.

Follow: You can follow sessions that are of interest to you so you can go back to them easily, and view the discussion boards. You can access your 'followed' presentations in the Follow tab of the CGS Scholar Event Microsite.

Navigate

From a Themed Panel ...

The majority of the conference sessions are themed paper presentations. Our programming team groups individual presentations into **Themed Panels**. You access these themed panels via the Schedule tab in the Microsite. To view or request Digital Media from a Presenter click on their individual tiles. To view a delegates CGScholar profile and/or add them as Peer click on their name.

The screenshot shows a web page for a themed panel. At the top, there is a navigation bar with links: About, Submit a Proposal, Register, Presentations, Special Events, and Schedule. The main heading is "Progress and Recovery Post-COVID". Below the heading, there is a green box indicating "22 Engagements" and a link to "Select Discussion Board to comment on presentation/s". A dark blue bar contains two tabs: "Presentations" (selected) and "Discussion". Below this, the first presentation is titled "Policy Uncertainty in the Lithium Triangle" by Jennapher Lunde Seefeldt. The second presentation is titled "Measurement to Support a Just, Equitable, and Green Post-pandemic Recovery" by Stacey Haugen, marked as "Featured".

Title of the Themed Panel

22 Engagements Select Discussion Board to comment on presentation/s

Presentations Discussion

Policy Uncertainty in the Lithium Triangle
Paper Presentation in a Themed Session
Jennapher Lunde Seefeldt
Building on my prior research, I discuss how policy opacity and a lack of uniformity have cautioned and hindered investment in Chile and Argentina's lithium industries. These countries are central to the world's demand for lithium access, which is so desperately needed for personal electronic devices and electric vehicles. This is especially true in a post-Covid world facing higher oil prices. If we seek greener sources of energy, lithium is more desirable. This requires investment in exploration, extraction, and processing of lithium. But the countries feature somewhat arbitrary regulations that are applied unevenly and irregularly. These policies detract the investment needed for this increasingly in-demand resource. Using interviews and secondary sources, I show how this uncertainty has affected development and offer suggestions for how to increase investor confidence in order to develop a greener industry.

Featured **Measurement to Support a Just, Equitable, and Green Post-pandemic Recovery**
Paper Presentation in a Themed Session
Stacey Haugen
The transition towards a green, equitable economic recovery requires attention to three core questions of post-pandemic population surveillance: (1) integration of data across sectors and geophysical spaces; (2) understanding measurement frameworks and methodologies, and (3) inclusive data collection. While the scope, volume and availability of data pertaining to social, ecological and health considerations has increased significantly in recent years, there are barriers to the use of such data, and their linkage to public policy. Some of these barriers include a focus on sector specific considerations, the growing complexity of data provision, and jurisdictional obstacles. These present challenges for integrating data to support post-pandemic sustainability, which must be attentive to the limits of growth. This study asked: How can the data within sustainability indicators and frameworks be best measured, interpreted, and used to both understand the "state" of data and measurement, but also leverage policy action to support a just, green post-pandemic recovery? Utilizing a scoping review method, this project examined the academic, grey and policy literatures nationally (within Canada) and globally to analyze what is being measured, how, where, and why. Despite widespread support for improved integration across data collection and indicator and framework development, few substantive, practice-based and policy-focused approaches that rise to that aspiration are in place. Moving towards a sustainable post-pandemic recovery will require that we: (1) address data gaps from marginalized populations; (2) establish consistency across data collection and the use of national indicators, that complement international goals; and, (3) make explicit linkages across sectors.

Select **Presentation** titles / headers to find (or be able to request) digital media to view.

Presentations **Featured** by the organizers. Will also appear as a category on the Presentations Page

Select names to open **CGScholar profiles** in the Community space in CGScholar. Here you'll be able view their profile, add as your "Peer" and send messages.

CGScholar Meanings

Themed Paper Presentations: A Themed Paper Presentation is a 20 minute presentation (either In Person Blended or Online Only). Each Themed Panel has a discussion board for questions and comments.

CGScholar Profile: Your CGScholar Profile is a delegate's profile page. It is where you can learn further about that delegate such as current affiliation, past experience and education.

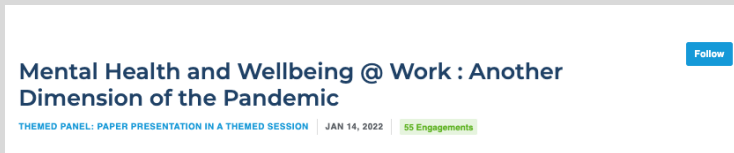
Peer: When you add a colleague as a Peer you will be able to view their CGScholar Profile and interact with them in the CGScholar platform.

Engage

Follow Presentations ...

When you see a **Follow** button you can add this presentation to your Following list in the Presentation tab. Once you've selected **Follow** you'll also receive email notifications for all comments the discussion board for that presentation.

FOLLOW FROM A PRESENTATION PAGE



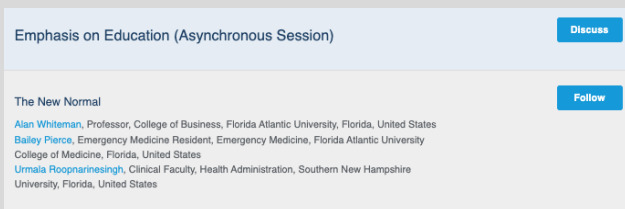
Mental Health and Wellbeing @ Work : Another Dimension of the Pandemic

THEMED PANEL: PAPER PRESENTATION IN A THEMED SESSION | JAN 14, 2022 | 55 Engagements

Follow

A screenshot of a presentation page. The title is "Mental Health and Wellbeing @ Work : Another Dimension of the Pandemic". Below the title, it says "THEMED PANEL: PAPER PRESENTATION IN A THEMED SESSION | JAN 14, 2022 | 55 Engagements". On the right side of the page, there is a blue button labeled "Follow". A black arrow points to the "Follow" button from the right.

FOLLOW FROM A SCHEDULE



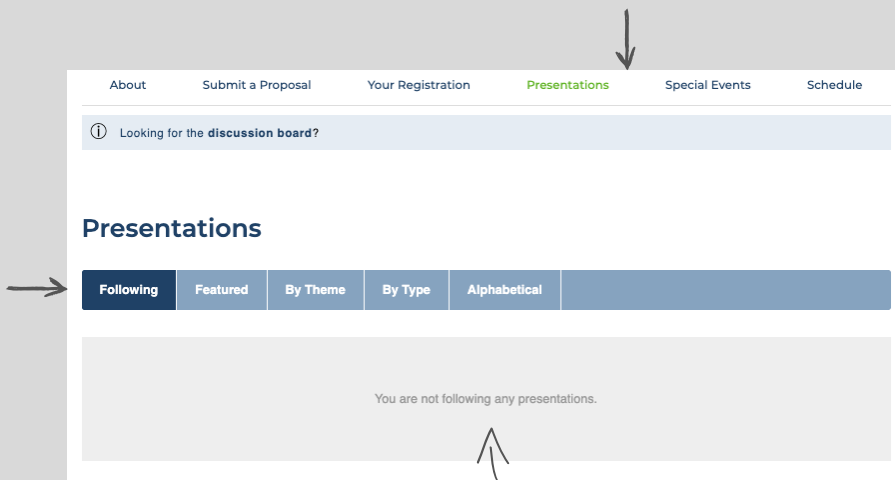
Emphasis on Education (Asynchronous Session) **Discuss**

The New Normal **Follow**

Alan Whiteman, Professor, College of Business, Florida Atlantic University, Florida, United States
Bailey Pierce, Emergency Medicine Resident, Emergency Medicine, Florida Atlantic University College of Medicine, Florida, United States
Urmala Roopnarinesingh, Clinical Faculty, Health Administration, Southern New Hampshire University, Florida, United States

A screenshot of a schedule page. The first item is "Emphasis on Education (Asynchronous Session)" with a blue "Discuss" button. The second item is "The New Normal" with a blue "Follow" button. Below the "The New Normal" item, there are three lines of text listing speakers: Alan Whiteman, Bailey Pierce, and Urmala Roopnarinesingh, along with their titles and affiliations. A black arrow points to the "Follow" button from the right.

PRESENTATIONS YOU ARE FOLLOWING



About Submit a Proposal Your Registration **Presentations** Special Events Schedule

Looking for the **discussion board**?

Presentations

Following Featured By Theme By Type Alphabetical

You are not following any presentations.

A screenshot of the "Presentations You Are Following" page. The top navigation bar includes "About", "Submit a Proposal", "Your Registration", "Presentations" (highlighted in green), "Special Events", and "Schedule". Below the navigation bar, there is a light blue box with a question mark icon and the text "Looking for the discussion board?". Below that, the heading "Presentations" is displayed. Underneath the heading, there are five tabs: "Following" (highlighted in dark blue), "Featured", "By Theme", "By Type", and "Alphabetical". Below the tabs, there is a large grey box with the text "You are not following any presentations." A black arrow points to the "Following" tab from the left. Another black arrow points to the "Presentations" tab in the navigation bar from above. A third black arrow points to the "You are not following any presentations." message from below.

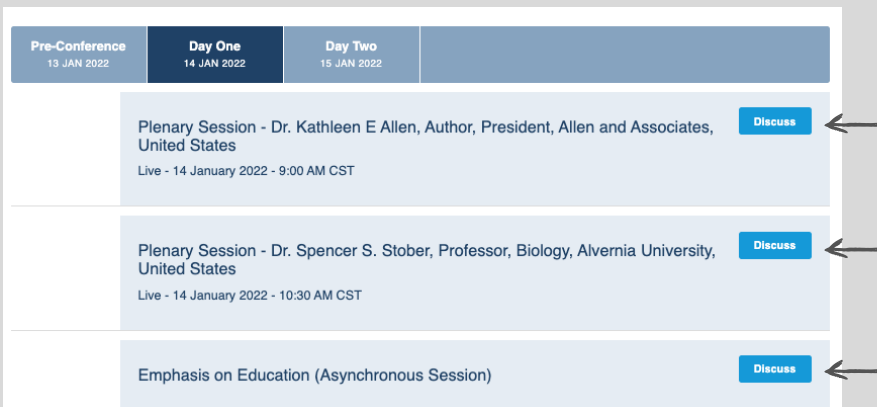
Presentations you are **Following** will appear here.

Engage

Comment in Discussion Boards ...

Discussion Boards are your space to engage with the presenters and other audience members. Discussion Boards open the day before the conference and close two days after. We encourage all delegates -- In-Person Blended and Online Only -- to use these Discussion Boards to leave questions and comments for speakers. And do this in an asynchronous manner -- in other words leave a question at any time and the user, they'll get and email when you do. .

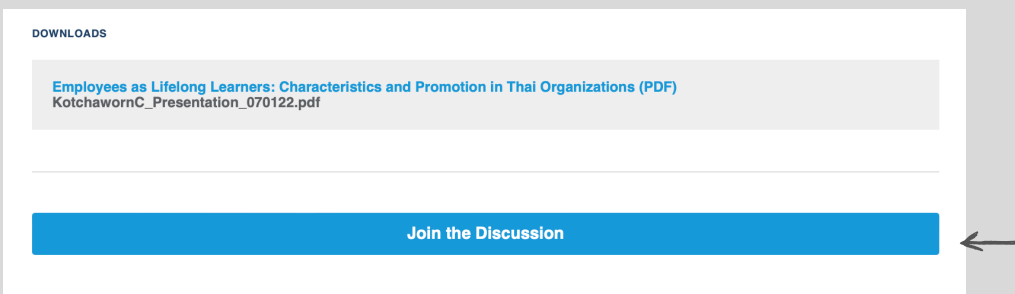
NAVIGATE TO TO **DISCUSSION BOARDS** FROM SCHEDULE



The screenshot shows a conference schedule with three columns: Pre-Conference (13 JAN 2022), Day One (14 JAN 2022), and Day Two (15 JAN 2022). Under Day One, there are three session entries, each with a blue 'Discuss' button to its right. Arrows point from the right to each 'Discuss' button.


Pre-Conference	Day One	Day Two
13 JAN 2022	14 JAN 2022	15 JAN 2022
	Plenary Session - Dr. Kathleen E Allen, Author, President, Allen and Associates, United States Live - 14 January 2022 - 9:00 AM CST	Discuss
	Plenary Session - Dr. Spencer S. Stober, Professor, Biology, Alvernia University, United States Live - 14 January 2022 - 10:30 AM CST	Discuss
	Emphasis on Education (Asynchronous Session)	Discuss

NAVIGATE TO TO **DISCUSSION BOARDS** FROM PRESENTER PAGE



The screenshot shows a 'DOWNLOADS' section with a PDF link: 'Employees as Lifelong Learners: Characteristics and Promotion in Thai Organizations (PDF) KotchawornC_Presentation_070122.pdf'. Below this is a large blue button labeled 'Join the Discussion'. An arrow points from the right to the button.

COMMENTING IN A **DISCUSSION BOARD**



The screenshot shows a discussion board interface with two tabs: 'Presentations' and 'Discussion'. The 'Discussion' tab is active. On the left is a small profile picture of a person sitting at a desk. To the right is a large text input area with the placeholder text 'Add a comment...'. Below the input area is a blue button labeled 'Add Comment'. An arrow points from the right to the input area.

Engage

With the **Community** ...

The Event Microsite is only one space in **CGScholar**. Our general social space is called **Community**. Your Research Network has its own Community page where you'll find the latest updates and news from the community members.


The screenshot shows the CGScholar Community interface. At the top, the navigation bar includes 'Scholar', 'Community', 'Creator', 'Publisher', 'Analytics', 'Event', and 'Bookstore'. The main content area is divided into three columns:

- Left Column:** Features a blue hexagonal logo with two water droplets. Below it, a welcome message reads 'Welcome to the Climate Change: Impacts & Responses Research Network!' with 2,941 views. It lists 'COMMUNITY ADMINS (18)' including William Cope, Ebony Jackson, Phillip Kalantzis-Cope, Tamsyn Gilbert, Jeremy Boehme, Common Ground, Sara Hoke, and Alex Pate. Below that, it lists 'MEMBERS (2,652)' including Reda Sadki, Izabel Szary, Abigail Manekin, Adrian Wiese, Tamara Stanberry, Kelsey Shannon, and Bill Cope.
- Middle Column:** Titled 'Activity Stream' with a 'Filter Activity' button. It displays a list of members who have joined the community, such as MUDESSIR TEMAM IMAMU, NIKO TIAN, MAQBOOL SHEIKH, NOUR LYNLA BOULGAMH, PAVITHRA RAVI, LAMBERT CYRILLE NGAYAP KAMGANG, MARINA ANDERSON, MD JAHIRUL ISLAM, VISHAL SHARMA, and BOSHIR AHMED AWAL, with their respective join dates.
- Right Column:** Titled 'Recent Activity' and 'PUBLICATIONS (427)'. It shows a list of publications like 'The International Journal of C...' and 'Adaptations toward Climate ...'. Below this is a 'SHARES' section with a 'Share a file or link...' button. At the bottom, it features an 'EVENTS (1)' section for the 'Fourteenth International Conference on Climate Change: Impacts & Responses' on 7-8 April 2022, with a poster titled 'RESPONDING TO CLIMATE CHANGE: GOVERNING THE CLIMATE EMERGENCY' and 'Submit / Register' buttons.

Engage


Add Peers ...

Within Community are individual CGScholar Profile Pages. Here you can view a person's bio, send them a private message, and add them as a **Peer**.



Community Creator Publisher Analytics Event Bookstore

Kinzi Duncan



[Add to Peers](#) Views: 501

THEIR COMMUNITIES (23)

- Climate Change: Impacts an...
- Tourism and Leisure Studies
- e-Learning and Innovative P...
- The Learner
- The Constructed Environment [View All](#)

THEIR PEERS (33)

- Murali Venugopalan
- Victoria Hurth
- Gabiella D.
- Deborah Bartley Carter
- Andrea Spada Jiménez [View All](#)

About Kinzi Duncan

MICRO-BIO
Eastern Illinois University Graduate with a degree in English and Multi-Cultural Studies.

EXPERIENCE
Common Ground
Conference Assistant
December 2020 to Present

EDUCATION
Eastern Illinois University
BA in English
August 2016 to 2018
Lakeland Community College
AGS
August 2014 to 2016

DISCIPLINES
Intercultural/Multicultural And Diversity Studies
English Language And Literature, General

INTERESTS
Diversity In Education
Media Studies
English Studies

LANGUAGES

Recent Activity

- Kinzi Duncan created the update Get to Know the Emerging Scholars! - Twelfth International Conference on The Constructed Environment.
- Kinzi Duncan created the update Audience Passes Available! - Eighteenth International Conference on Technology, Knowledge, and Society.
- Kinzi Duncan created the update Learn About the Event Microsite! - Thirteenth International Conference on Sport & Society.
- Kinzi Duncan created the update Audience Passes Available! - Fifteenth International Conference on e-Learning & Innovative Pedagogies.
- Kinzi Duncan created the update Sign Up for Social Events! - Twelfth International Conference on Food Studies.
- Kinzi Duncan created the update Sign Up for Social Events! - Twelfth International Conference on Religion & Spirituality in Society.
- Kinzi Duncan created the update Meet the Emerging Scholars! - Twenty-second International Conference on Knowledge, Culture, and Change in Organization. [View All](#)

Engage

Request Digital Media

If a delegate has not uploaded their Digital Media to their Presentation Page, you can request that Digital Media by clicking the link. The delegate will then receive an email reminding them to upload their Digital Media, and you will automatically 'follow' that session.

Digital Media

This presenter hasn't added media.
[Request media and follow this presentation.](#)





Common
Ground
Research
Networks

COMMON GROUND

Founded in 1984, Common Ground is committed to building new kinds of knowledge communities, innovative in their media, and forward-thinking in their messages. Heritage knowledge systems are characterized by vertical separations--of discipline, professional association, institution, and country. Common Ground Research Networks takes some of the pivotal challenges of our time and curates research networks that cut horizontally across legacy knowledge structures. Sustainability, diversity, learning, the future of humanities, the nature of interdisciplinarity, the place of the arts in society, technology's connections with knowledge--these are deeply important questions of our time that require interdisciplinary thinking, global conversations, and cross-institutional intellectual collaborations.

Common Ground Research Networks are meeting places for people, ideas, and dialogue. However, the strength of ideas does not come from finding common denominators. Rather, the power and resilience of these ideas is that they are presented and tested in a shared space where differences can meet and safely connect--differences of perspective, experience, knowledge base, methodology, geographical or cultural origins, and institutional affiliation. These are the kinds of vigorous and sympathetic academic milieus in which the most productive deliberations about the future can be held. We strive to create places of intellectual interaction and imagination that our future deserves.

MEMBERS OF THE FOLLOWING ORGANIZATIONS



Common Ground Research Networks is not-for-profit corporation registered in the State of Illinois, USA, organized and operated pursuant to the General Not For Profit Corporation Act of 1986, 805 ILCS 105/101.01, et seq., (the "Act") or the corresponding section of any future Act.

www.cgnetworks.org



@



The Common Ground Media Lab is the research and technology arm of Common Ground Research Networks. Common Ground Research Networks has been researching knowledge ecologies and building scholarly communication technologies since 1984.

Since 2009, we have had the fortune of being based in the University of Illinois Research Park while building our latest platform – CGScholar. This is a suite of apps based on the theoretical work of world-renowned scholars from the College of Education and Department of Computer Science at the University of Illinois Urbana-Champaign. CGScholar has been built with the support of funding from the US Department of Education, Illinois Ventures, and the Bill and Melinda Gates Foundation.

The CGScholar platform is being used today by knowledge workers as diverse as: faculty in universities to deliver e-learning experiences; innovative schools wishing to challenge the ways learning and assessment have traditionally worked; and government and non-government organizations connecting local knowledge and experience to wider policy objectives and measurable outcomes. Each of these use cases illustrates the differing of knowledge that CGScholar serves while also opening spaces for new and emerging voices in the world of scholarly communication.

We aim to synthesize these use cases to build a platform that can become a trusted marketplace for knowledge work, one that rigorously democratizes the process of knowledge-making, rewards participants, and offers a secure basis for the sustainable creation and distribution of digital knowledge artifacts.

Our premise has been that media platforms—pre-digital and now also digital—have often not been designed to structure and facilitate a rigorous, democratic, and a sustainable knowledge economy. The Common Ground Media Lab seeks to leverage our own platform – CGScholar – to explore alternatives based on extended dialogue, reflexive feedback, and formal knowledge ontologies. We are developing AI-informed measures of knowledge artifacts, knowledge actors, and digital knowledge communities. We aim to build a trusted marketplace for knowledge work, that rewards participants and sustains knowledge production.

With 27,000 published works and 200,000 users, we have come a long way since our first web app twenty years ago. But we still only see this as the beginning.

As a not-for-profit, we are fundamentally guided by mission: to support the building of better societies and informed citizenries through rigorous and inclusive social knowledge practices, offering in-person and online scholarly communication spaces

Supporters & Partners

As they say, "it takes a village." We are thankful for the generous support of:



And to our Research Network members!

www.cgnetworks.org/medialab



United Nations
Climate Change

CLIMATE
NEUTRAL NOW

Climate change is one of the most pressing problems facing our world today. It is in the interests of everyone that we engage in systemic change that averts climate catastrophe. At Common Ground Research Networks, we are committed to playing our part as an agent of transformation, promoting awareness, and making every attempt to lead by example. Our Climate Change: Impacts and Responses Research Network has been a forum for sharing critical findings and engaging scientific, theoretical, and practical issues that are raised by the realities of climate change. We've been a part of global policy debates as official observers at COP26 in Glasgow. And we are signatories of the United Nations Sustainability Publishers Compact and the United Nations Climate Neutral Now Initiative.

Measuring

In 2022 we start the process of tracking and measuring emissions for all aspects of what we do. The aim is to build a comprehensive picture of our baselines to identify areas where emissions can be reduced and construct a long-term plan of action based on the GHG Emissions Calculation Tool and standard established by the United Nations Climate Neutral Now Initiative.

Reducing

At the same time, we are not waiting to act. Here are some of the "low hanging fruit" initiatives we are moving on immediately: all conference programs from print to electronic-only; removing single-use cups and offering reusable bottles at all our conferences; working closely with all vendors, suppliers, and distributors on how we can work together to reduce waste; offering robust online options as a pathway to minimize travel. And this is only a small sample of what we'll be doing in the short term.

Contributing

As we work towards establishing and setting net-zero targets by 2050, as enshrined in the Paris Agreement and United Nations Climate Neutral Now Initiative, and to make further inroads in mitigating our impacts today, we are participating in the United Nations Carbon Offset program. As we see climate change as having broad social, economic, and political consequences, we are investing in the following projects.

- Fiji Nadarivatu Hydropower Project
- DelAgua Public Health Program in Eastern Africa
- Jangi Wind Farm in Gujarat

Long Term Goals

We're committing to long-term science-based net-zero targets for our operations – and we believe we can do this much sooner than 2050. We'll be reporting annually via The Climate Neutral Now reporting mechanism to transparently communicate how we are meeting our commitments to climate action.

www.cgnetworks.org/about/climate-pledge