Place-Based Spaces for Networked Learning

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With the boundaries of place softened and extended by digital communications technologies, learning in a networked society necessitates new distributions of activity across time, space, media, and people; and this development is no longer exclusive to formally designated spaces such as school classrooms, lecture halls, or research laboratories. *Place-based Spaces for Networked Learning* explores how qualities of physical places make both formal and informal education in a networked society possible. Through a series of investigations and case studies, it illuminates the structural composition and functioning of complex learning environments.

This book offers a wealth of key design elements and attributes for productive learning that educational designers can reuse in multiple contexts. The chapters examine how places are modified, expanded, or supplemented by networking technologies and practices in order to create spaces in which learners can collaboratively develop new understandings, connections, and capabilities. Utilizing a range of diverse but complementary perspectives from anthropology, archaeology, architecture, geography, psychology, sociology, and urban studies, *Place-based Spaces for Networked Learning* addresses how material places and digital spaces are understood; how sense can be made of new assemblages and configurations of tasks, tools, and people; how the real-time analysis of new flows of data can inform and entertain users of a space; and how access to the digital realm changes our experiences with both places and other people.

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