



## CALL FOR PAPERS: SPECIAL ISSUE OF E-LEARNING AND DIGITAL MEDIA

### Learning in the age of algorithmic cultures

During the past decades, algorithms have become ubiquitous actors in the global economy, as well as our social and material worlds – slowly but surely, we have entered the age of algorithmic cultures. In education studies, algorithmic cultures signal a shift away from the centrality of individual or social concerns and toward the complex relations between the human and nonhuman agencies that proliferate in our digitally networked activities. Research in this context is likely to foreground what algorithms do rather than what they describe or analyse. Effects, products and worlds created by algorithms have their own kind of power, giving this work a political dimension.

In this Special Issue, the journal *E-learning and Digital Media* invites authors to explore the intersections between algorithmic cultures and human learning. Possible themes include: (1) Definitional issues – what are the algorithmic cultures in education; what is their relationship to learning in the age of the big data and other related fields? (2) Identification, analysis and practical examination of the relationships between the human and the non-human in the age of algorithmic cultures. (3) Algorithmic cultures and educational theory. What theories allow us to account for role of algorithms in learning? How does an algorithmic culture in education call into question (or indeed complement) current and dominant theories of learning? How might current theories of learning adapt to the era of algorithmic culture? How can learning be theorised in the era of algorithmic cultures? (4) Politics of algorithmic cultures. Which power relationships can be identified in algorithms? What do politics of algorithms mean for the politics of education? What should be done about educational politics in the age of the algorithm? (5) Hacking the algorithm – what games do people play in the newer forms of practice? (6) Authorship in algorithmic cultures – what happens to the traditional notion of the author, plagiarism, copyright and meaning? (7) Practical encounters between algorithmic cultures and human learning – including, but not limited to, the formal process of schooling.

We equally welcome theoretical considerations, practice-based submissions, and other types of research. Working at the intersection of technology, psychology, sociology, history, politics, philosophy, arts, and science-fiction, we welcome contributions from wide range of disciplines and inter-, trans- and anti- disciplinary research methodologies.

### Submissions

All submissions must be original and may not be under review by another publication. Interested authors should consult the [journal's guidelines for manuscript submissions](#). All papers will be peer-reviewed, and evaluated according to their significance, originality, content, style, clarity and relevance to the journal. Papers must adhere to the [SAGE Harvard](#) reference style for citations. Please submit your initial abstract (300-400 words) by email to the Guest Editors.

### Guest editors

Petar Jandrić<sup>1</sup> (pjandric@tvz.hr), Jeremy Knox<sup>2</sup> (jeremy.knox@ed.ac.uk), Hamish Macleod<sup>3</sup> (H.A.Macleod@ed.ac.uk), Christine Sinclair<sup>4</sup> (Christine.Sinclair@ed.ac.uk)

<sup>1</sup>Department of Informatics & Computing, Zagreb University of Applied Sciences, Croatia

<sup>2,3,4</sup>Centre for Research in Digital Education, Moray House School of Education, University of Edinburgh, Scotland

### Important dates

1 July 2016 – Deadline for abstracts to guest editors

1 December 2016 – Deadline for submissions/full papers

1 February 2017 – Deadline for feedback from reviewers

1 April 2017 – Deadline for final papers

Publication date – Autumn 2017