Foreword

Technology pervades almost every imaginable facet of our lives and activities. The advent of technologies brought significant changes over the past 20+ years by affecting culture, education, and commerce. The change dramatically cultivated the relationship between human and computer interaction. Human and computer interaction shifted the traditional knowledge and pedagogy into digital spaces, changing them from monomodal into multimodal, monoculture into multiculture, and analog into digital—among others. This digital pedagogy has emerged concomitantly with 21st century knowledge production and dissemination as global networked citizens (netizens) participate in creating, sharing, consuming, and maintaining across cultural and spatiotemporal borders. In a way, the current global village has become a collaborative space that fosters numerous types of Networked Knowledge Communities (NKCs)—the communities that collectively create and/or advance knowledge utilizing technology-mediated social networks.

Given the presence of NKCs, mediated by various digital technologies, netizens are becoming increasingly multiliterate across cultural, linguistic, scientific, and geopolitical contexts. Through networked communication, netizens know how other global citizens are creating newer epistemologies, how they are de-establishing political and cultural dominances, and how they are educating themselves locally while being vigilant of ever evolving contexts. Thus, netizens are globalizing their cultural, academic, and political stories and narratives. As a result of these local to global processes, 21st century pedagogy is potentially more elusive than past (traditional) pedagogies.

The 21st century pedagogy, in the advent of technology, changes the landscapes of pedagogies including how we teach, learn, and develop curriculum. Especially with the emergence of new technologies such as social media and participatory Web (e.g., Web 2.0), newer types of pedagogies have been designed and developed. For examples, there are massive online open courses (MOOCs), game-based learning, virtual learning, and flipped classrooms, among others. These new technologies have also engendered the rise of new types of e-learning communities (e.g., online learning communities such as YouTubers, and transnational and citizen designers). In turn, these e-learning communities have changed the fundamental nature of learning and knowledge construction. More recently, combining the features of knowledge society and network society, burgeoning knowledge communities have become globally networked, instant, and cross-cultural. In this context, this book “Emerging Pedagogies in the Networked Knowledge Society: Practices Integrating Social Media and Globalization” has made an important step in capturing the pedagogical possibilities within the NKCs by engaging researchers and educators from
multiple disciplines. Developing the cutting-edge notion of emerging pedagogies, this book reframes teaching, learning, and epistemology construction as emergent and multidimensional phenomena that interweave cross-cultural knowledge, technology, pedagogy, and society (e.g., knowledge and network societies) in complex ways.

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