



Call for Papers

Open learning and learning at scale: The legacy of MOOCs

Editors:

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The deadline for full submissions has been extended to: 12th February 2024

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The FutureLearn Academic Network ([FLAN](#)) was established in 2013 by a group of academics following the launch of FutureLearn in 2012 as the first UK-based MOOC platform. It aimed to connect academics and research students based at FutureLearn partner institutions, share research and scholarship, and explore shared research opportunities. These included: joint research bids and publications, comparative studies using shared FutureLearn data, course designs, and methods to analyse and evaluate courses. During the last decade, more than 30 events and annual conferences, covering a wide range of themes and topics, have been delivered by 193 different presenters in this network ([see here](#)). After a decade of focusing on FutureLearn related research and scholarship, the network is redirecting its activities to the Future of Learning where future of online and technology-supported learning and teaching as well as new trends in educational technology will be focused on.

To celebrate 10 years of FLAN research and scholarship and to refocus the activities of this network to the Future of Learning, we launch a call for submissions to a special collection of the Journal of Interactive Media in Education (JIME) on the topic of MOOCs' legacy, open learning and learning at scale. The call is open to everyone and is inspired by two main themes: Firstly, looking back at MOOC research and the evolution of open and scaled courses. Secondly, looking ahead to the future of learning. The scope of the call is broad and considers the topic of MOOCs, open learning and learning and teaching at scale from all perspectives. Possible topics of interest include, but are not limited to, the following:

Aspects of open learning / learning at scale / MOOCs including:

- The next generation of courses
- The next generation of learners and educators
- AI for designing, developing and teaching
- New and innovative pedagogies
- Learning design
- Accessibility
- Recognition of learning
- Quality enhancement
- Learning analytics
- Professional learning
- Capacity development
- Decolonisation of knowledge and power
- Reaching Sustainable Development Goals
- Impact on global challenges such as climate emergencies, and forced migration
- Equality and equity in higher education
- The future of higher education
- Sustainability

If you have an idea for a paper and would like informal feedback or to verify whether it would be in scope, please contact fereshte.goshtasbpour@open.ac.uk

Contributors should take account of [JIME's guidelines for submissions](#).