

Scaling Networked Learning Through AI-Enabled Program Level Redesign

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Abstract

As higher education increasingly shifts online, institutions face the challenge of creating engaging, collaborative learning experiences that extend beyond individual courses. This paper presents a novel approach to program-level curriculum redesign that integrates networked learning principles with ethical AI support to transform an entire undergraduate professional program.

While existing literature demonstrates networked learning's effectiveness in individual courses, research has not addressed how to scale these principles across complete academic programs, a critical gap because students' educational experiences are cumulative and interconnected.

We ground our redesign in networked learning theory, which positions learning as a web of purposeful connections among learners, educators, and resources rather than content transmission to individuals. Our conceptual framework operationalizes this through five iterative steps that maintain human-in-the-loop pedagogical authority while leveraging AI capabilities.

Throughout, faculty retain final pedagogical authority, with AI serving as a thought partner that proposes while humans decide on pedagogical intent and ethical boundaries.

Our five-step process begins with AI-enabled gap analysis against accreditation standards and quality frameworks, proceeds through backward design aligned with networked learning values, develops AI chatbots with explicit ethical guardrails, implements data-informed evaluation tracking both learning outcomes and network participation patterns, and concludes with continuous improvement cycles that preserve traceability for accreditation.

This approach makes four distinct contributions to value-based AI-supported learning. First, it demonstrates how AI can scale personalized support while preserving essential social dimensions of learning. Second, it provides a replicable methodology for ethical AI integration that maintains disciplinary values. Third, it addresses digital equity challenges through deliberate design that ensures AI enhances rather than gatekeeps learning opportunities. Fourth, it demonstrates how networked learning principles can create program-level coherence, extending prior course-level research to show how collaboration and community-building become cumulative dimensions of professional identity development.

By the conference, we will share concrete artifacts including AI prompt templates, chatbot configurations with ethical guardrails, and assessment rubrics that demonstrate values-embedded AI integration. Our work argues that the future of teaching lies not in choosing between human and artificial intelligence, but in orchestrating their collaboration to create learning networks that prepare students for contemporary professional practice where human judgment and AI assistance are increasingly intertwined.

Keywords

Ethical AI integration, Human-in-the-Loop, Networked Learning Program Design, Program-level implementation, AI-supported curriculum

Introduction

Higher education institutions must transform their approach to online education with the growing desire of modern students to learn online. Enrollment data post-COVID has shown sustained growth in online and hybrid learning (Garrett & Simunich, 2023). Effective online learning requires careful instructional design and planning, rather than a mere replication of face-to-face lectures in a digital space. Faculty and instructional designers must therefore employ creative strategies when moving programs online, ensuring that student engagement and interactive peer

collaboration are deliberately built into the curriculum. This need for intentional design goes beyond technology tools alone and calls for novel pedagogical approaches that prioritize connection, communication, and community among learners.

Networked learning provides a framework for course development that offers students agency as they build connections online in a learning ecosystem (Czerkowski, 2015). Czerkowski (2015) suggests that instructional designers should create effective networked learning experiences that emphasize student agency-focused cooperation, safe environments where diversity of perspectives is valued and encouraged, and learning that occurs through connections of dialogue and participation. From this perspective, educators should scaffold student self-regulation and are themselves "designer instructors" who should develop the entire learning pathway for their students—from content to activities and assessments.

Despite the clear benefits of networked learning for online course design and research on its implications, there is a dearth of research on networked learning applied to program-level implementation (Eberhard et al., 2024; Laursen & Ryberg, 2025; Lubicz-Nawrocka & Owen, 2022; Nguyen et al., 2024; Pareigis et al., 2024). Studies describe how to implement collaborative technologies or community-building activities in individual courses or modules. However, none seem to address how to scale these principles across entire academic programs. This represents an important gap in the literature for instructional design and networked learning. In this paper, we apply networked learning to redesign an entire program curriculum at a higher education institution, specifically in a program expanding to a completely online learning pathway. Addressing this gap is crucial, as learners' overall educational experience—especially in online degree programs—is cumulative and extends beyond any single course. A program-level perspective can align courses toward the social dimensions of learning and with learning resources to co-construct knowledge (NLEC, 2021), providing continuity in the student experience of networked learning.

Research Context

The context for our study is an undergraduate professional program at an accredited higher education institution. This program is well-established, adhering to rigorous standards of the Council on Social Work Education and historically achieving over 90% job placement for graduates. Facing growing demand for online access to the degree, the program is undergoing a comprehensive redesign to update its traditional in-person format and develop an additional online pathway. Recognizing that one cannot simply convert face-to-face courses into online equivalents, the redesign reconceptualized the entire curriculum through the lens of networked learning. The goal is to embed opportunities for engagement, peer collaboration, and community-building across all courses and learning activities. Educational technologies were meaningfully selected for cooperation, participation, engagement, and enabling dialogue; additionally, to limit technology fatigue, the same tools are used throughout the program (Czerkowski, 2015).

AI-enabled Curriculum

In addition to the pedagogical framework, our redesign leverages artificial intelligence (AI) both as a tool for analyzing curriculum gaps and as a subject integrated into learning outcomes. The program's faculty recognize the growing importance of AI in the professional field as a skill set their graduates need for success in their changing workplace. These skills range from AI-driven data analysis in case management to ethical considerations of AI in human services (Reamer, 2023). Additionally, AI assists in curriculum gap analysis during the redesign process, helping identify areas where improvement is needed. The redesign encourages faculty to engage students with AI tools, such as simulation chatbots and data analytics platforms, in controlled pedagogical contexts to learn how these technologies can augment social work practice. Essential digital competencies from the DigCompEdu framework are integrated so that students can critically examine issues like algorithmic bias, ethical AI use, and the limits of automation in a field centered on human empathy and judgment (Redecker, 2017). By blending networked learning pedagogy with AI integration, the program seeks to prepare students for a digitally enhanced professional landscape while maintaining core professional values.

Overall, this introduction outlines a novel approach to program redesign that combines networked learning principles with AI-enabled curriculum integration. The following sections will detail the conceptual framework, the redesign process, and present next steps as the curriculum is deployed. Through this work, we aim to contribute to both scholarship and practice by extending networked learning application to the program level, offering insights into how higher education can achieve deeper student engagement, peer collaboration, and digital literacy across entire

courses of study. Such a program-level perspective is vital for creating cohesive online learning communities that mirror the collaborative nature of modern professional environments. The implications reach beyond our case study, providing a model for online curriculum development in other disciplines seeking to embrace networked learning and innovation.

Conceptual Framework

Networked Learning for Program Curriculum Design

We ground our conceptual framework in networked learning (NL), which understands learning as a web of purposeful connections among learners, educators, resources, and wider communities rather than a sequence of transmissions to individuals (NLEC, 2021; Laursen & Ryberg, 2025). This stance is not merely descriptive. It obliges instructional designers to treat social interaction, community formation, and contribution to shared knowledge as structural properties of the curriculum. Recent course-level implementations demonstrate how NL commitments become design decisions in practice: an open, multi-institutional faculty course shows measurable gains in digital competence when collaborative inquiry and openness are built into the course architecture (Pareigis et al., 2024); curriculum co-creation work demonstrates how student–staff partnership, framed by NL, deepens dialogue and engagement online (Lubicz-Nawrocka & Owen, 2022); and discipline-specific cases unpack how tasks, tools, and peer activity can be orchestrated around NL principles in hybrid settings (Laursen & Ryberg, 2025; Nguyen et al., 2024). In our program redesign, these assumptions function as design constraints: every structural decision must show how it cultivates relationships, distributes responsibility, and makes collaborative knowledge work visible and measurable.

We take as foundational the emergent pedagogical ideas articulated across the NL tradition. Following Hodgson, McConnell, and Ponti (Hodgson & McConnell, 2019; Ponti & Hodgson, 2006), as synthesized by Nguyen et al. (2024), we assume that learners must perceive value in what they do, responsibility for learning is shared among actors in the network, time is required to build relationships, learning is situated and contextual, collaboration is a default condition, dialogue and social interaction support the co-construction of knowledge and identity, critical reflexivity is integral to knowing, and the educator's role as facilitator is pivotal. In parallel, we align with the NL values tradition that prioritizes cooperation, working in communities, sustained discussion, learner self-determination, productive difference, trust across weak and strong ties, reflexivity, and an understanding of technology's mediating role (Hodgson et al., 2011; Laursen & Ryberg, 2025). These operate as design constraints that shape program architecture, assessment ecology, and patterns of interaction across courses.

Consistent with Czerkawski's (2015) formulation, we treat learning as relational rather than as the delivery of content. Designers are expected to surface existing learning networks and make explicit plans for how social interaction becomes part of teaching and learning processes and how contributions are evaluated. In collaboration with the faculty "designers," we ask at the outset: which networks best serve the intended outcomes, what interaction expectations will students encounter and how are these integrated into teaching, and on what criteria will participation and products be evaluated (Czerkawski, 2015)? We extend these prompts with a program-level requirement for traceability: every outcome must be mappable to assessments and artifacts, and every artifact to program and accreditation standards, so that value to learners is demonstrable across the curriculum.

To operationalize NL at program scale, we apply backward design (Richards, 2013) and the SUNY Online Course Quality Review Rubric (OSCQR; SUNY, n.d.) as our institution's practice for program development.

Backward design ensures that value to learners is evidenced by explicit alignment among outcomes, authentic assessments, and learning activities, and OSCQR provides a rubric for quality assurance in online learning environments. Together, these translate NL principles into concrete program artifacts: alignment maps, cohort pathways, and dialogic assessment rubrics that make social learning measurable and aligned to standards.

Human-AI Collaboration

We also adopt human–AI collaboration as an enabling lens that accelerates analysis and option generation while preserving human-in-the-loop pedagogical authority. Following Mollick's (2024) co-intelligence stance and the seven educational roles for AI identified by Mollick and Mollick (2023), we position AI as a thought partner that helps faculty and instructional designers map outcomes to standards, synthesize evidence of alignment, and surface design options—while humans retain intent, ethics, and final decisions. We distinguish AI-for-design (models that

accelerate gap analysis, option generation, and coherence checks) from AI-in-the-curriculum, where students engage critically with AI aligned to disciplinary practice. In design phases, AI proposes, humans decide: AI may map outcomes to standards, cluster assessments, and suggest interaction patterns; faculty validate intent, ethics, and fit with NL values. In delivery, AI chatbots function as mediated spaces for inquiry, rehearsal, and feedback, bounded by guardrails that protect privacy, equity, and pedagogical intent.

Throughout our framework, faculty retain final pedagogical authority over all design decisions. The human-in-the-loop principle operates at multiple levels in our process (Mollick, 2024). At the strategic level, faculty determine which AI suggestions align with program values, disciplinary ethics, and student needs. AI may identify patterns in curriculum gaps or generate multiple assessment scenarios, but faculty exercise professional judgment about which gaps are priorities and which assessment approaches honor networked learning commitments to cooperation and shared responsibility. At the tactical level, faculty adapt AI-generated content to their teaching contexts, modifying prompts, guardrails, and interaction patterns to match their pedagogical stance and student populations. At the ethical level, faculty serve as gatekeepers for equity and inclusion, evaluating whether AI tools might inadvertently create barriers or reproduce biases that would undermine the learning network.

In this division of labor, AI accelerates analysis and option generation, and humans determine pedagogical intent and ethical boundaries; as a result, technology serves pedagogy rather than directing it. Faculty ownership extends beyond individual courses to program coherence: they collectively determine how networked learning principles thread across the curriculum, how AI tools support rather than fragment community-building, and how assessments capture both individual growth and network contributions. This human-centered governance structure is particularly crucial in professional programs where graduates must integrate technological capabilities with disciplinary values, ethical judgment, and relational skills that cannot be automated.

Because NL treats learning as contribution to a community, assessment is framed as an ecology rather than as isolated tasks. We commit to dialogic assessment that recognizes both individual learning and network contribution, uses public or open artifacts where appropriate, and includes reflective synthesis to cultivate critical reflexivity. Program analytics, including participation patterns and outcome evidence, inform iterative improvement; equity reviews are integral to each review cycle. Versioning and documentation are part of the pedagogy: changes to outcomes, assessments, open educational resource (OER) choices, and chatbot features are logged, realigned, and reexplained to students and faculty to sustain a transparent learning network.

Our framework directly embodies the conference theme of future teaching through value-based AI-supported networked learning. The innovative pedagogy resides in our program-level orchestration of networked learning principles (Hodgson et al., 2011; NLEC, 2021), moving beyond course-level implementations to create sustained learning communities across students' degree experiences. Human-centered AI is operationalized through our explicit human-in-the-loop governance, where AI accelerates analysis and option generation but faculty retain pedagogical authority, ethical oversight, and final design decisions. Values-driven AI applications are embedded in our five-step process: each step includes mechanisms that ensure AI serves cooperation, dialogue, and shared responsibility rather than efficiency alone. Ethical AI integration appears most visibly in Step 3's chatbot guardrails (privacy protections, bias mitigation, boundaries that prevent AI from displacing human relationships) and Step 4's equity reviews that examine whether AI tools create participation barriers. Collectively, our work demonstrates how networked learning values can govern AI integration, ensuring technology amplifies rather than undermines the social foundations of professional education.

Taken together, these commitments constitute a program-level design stance. NL provides the normative spine that demands longitudinal community, dialogic activity, and shared responsibility across a sequence of courses. The course-level literature supplies concrete patterns that we can scale and coordinate. Czerkawski's (2015) planning prompts operationalize the relational focus for designers. Human-AI collaboration supplies analytic speed and generative breadth without displacing academic judgment. The result is a framework that does not treat program redesign as a set of isolated course conversions. It treats it as the intentional construction of a learning network that spans the learner's experience in the program, makes social learning visible in assessments, and equips students with the AI literacy and collaborative practices they will need in contemporary professional contexts.

AI-Enabled Curriculum Redesign Process

This section describes our AI-enabled curriculum design process as an iterative cycle of five staged steps. We apply our conceptual framework and co-design with faculty and AI. Each step articulates the goal, the inputs and their providers, the activities undertaken, the expected outputs, and how those outputs feed into subsequent steps.

Critically, each step prompts iterative refinement, such that outputs are continuously evaluated and refined to ensure alignment and continuous improvement.

Step 1. Gap Analysis

The first step begins by examining the current program against the most recent accreditation standards and the OSCQR rubric for quality online learning. The goal is to establish an evidence-based view of where the program stands and to produce a first sketch of the desired future curriculum. Program faculty provide current program learning outcomes, current syllabi, assessment artifacts, the existing curriculum map, and relevant program evaluation materials; the instructional design team provides the OSCQR and Online Learning Consortium (OLC) quality frameworks and facilitates document preparation. These materials are ingested into an AI analysis workspace that is constrained to approved sources so that findings are grounded in program documents and standards, not generic patterns. The AI surfaces misalignments, redundancies, progression gaps, and sequencing issues for human review. Faculty then convene to refine a short "vision clarifier," articulating the graduate capabilities and professional identity the program intends to cultivate, and the design team leads a mapping session to render the current and plausible future learning journeys. The outputs of this step include a concise gap analysis report and a future-state curriculum sketch tied to the new program vision. These become the inputs to Step 2, where the gap analysis is converted into aligned design decisions.

Step 2. Backward Design and Networked Learning Integration

Using backward design, faculty and instructional designers convert the gap analysis into an aligned plan: clarify outcomes, define acceptable evidence, then plan learning experiences that reflect professional practice and networked learning principles, as articulated in the conceptual framework. Specifically, we apply Czerkawski's (2015) design prompts at this stage: identifying which networks serve intended outcomes, establishing clear interaction expectations across courses, and defining evaluation criteria for participation and products. Networked learning principles are deliberately selected to situate tasks in realistic contexts and to make collaboration and dialogue routine. OER options are identified where they strengthen authenticity, transparency, and affordability. AI serves as a thought partner that proposes alignment variants and design patterns for critique. For instance, AI generates multiple assessment scenarios that faculty evaluate against NL values of cooperation, productive difference, and shared responsibility. Outputs include an aligned learning outcomes-to-assessment map, a revised curriculum journey, and an OER plan tied to learning activities.

Step 3. Chatbot Creation and Course Development

Step 3 integrates AI in delivery where it can directly support outcomes and networked learning. Faculty and designers specify course- and program-level chatbots with clear prompts, guardrails, data boundaries, and roles that mirror targeted competencies. Following Mollick and Mollick's (2023) framework, chatbots assume specific educational roles—mentor, tutor, coach, teammate—appropriate to each learning context. Chatbots scaffold inquiry and reflection, while instructors orchestrate the human relationships that are central to networked learning. For example, chatbots simulate client interactions for case study analysis, while AI tools support data analysis skills required in professional practice. Selected OERs are woven into conversational flows and activities to maintain coherence. Quality assurance at this stage involves testing chatbot interactions against OSCQR standards and ensuring they promote the dialogic engagement essential to NL. Outputs include documented chatbot configurations, faculty-facing facilitation guides, and course builds aligned with the program learning map.

Step 4. Implementation and Data-Informed Evaluation

Step 4 requires active implementation. Once courses are running, faculty verify that what is taught and practiced aligns with what is learned. Evidence sources include assessment results, learning analytics, chatbot interaction patterns, and structured feedback from students and faculty. Chatbot effectiveness will be evaluated using rubrics

aligned to targeted competencies, measuring both the quality of student interactions and the degree to which AI scaffolding supports learning outcomes without displacing human dialogue. We specifically track NL indicators: participation patterns in collaborative activities, quality of peer dialogue, evidence of co-constructed knowledge, and students' reflective synthesis of their network contributions. AI supports pattern detection and visualization across courses; faculty interpret findings, attending to discrepancies between learning activities and student learning outcomes at both course and program levels. Equity reviews examine whether all students have equal opportunity to participate in the learning network, with particular attention to technology access and digital literacy barriers. This informs iterative program refinement. The result is a comprehensive data evaluation at both course and program levels and a prioritized list of design changes aligned to outcomes.

Step 5. Continuous Improvement and Realignment

In the final step, faculty implement design revisions to outcomes, assessments, learning activities, OER selections, and chatbot features, then reconfirm alignment across the entire program. All changes are versioned and documented to preserve traceability and to support both ongoing alignment and future accreditation reporting. The revised materials undergo review against the original NL design constraints to ensure that social learning dimensions remain central rather than being displaced by technological solutions. The cycle returns to Step 1 on a defined annual schedule so that evidence consistently drives improvement. Outputs include an updated curriculum journey, revised artifacts, a continuity matrix across courses, and the next review plan.

This five-step process operationalizes our conceptual framework through concrete design activities that maintain fidelity to networked learning principles while leveraging AI capabilities (see Figure 1). The iterative nature of the process ensures that the program evolves based on evidence rather than assumptions, maintaining alignment with both accreditation standards and the collaborative, dialogic learning environment essential to professional preparation. As we move into the next phase of this work, these steps provide a replicable methodology for other programs seeking to integrate networked learning at scale.

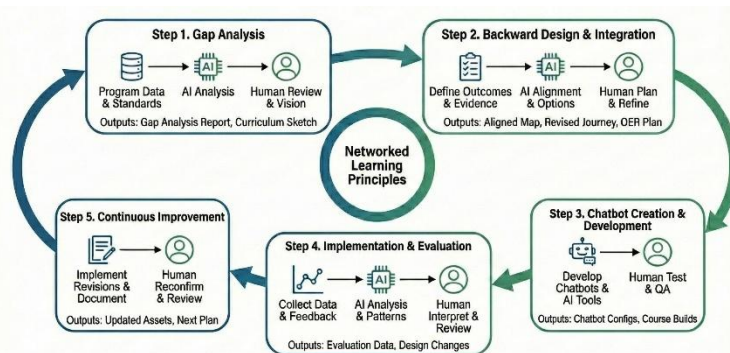


Figure 1: Five-step AI-Enabled Curriculum Redesign Process with Human-in-the-Loop

Note. Image generated by Gemini Nano Banana Pro. The figure displays the five steps that operate as an iterative cycle, with faculty maintaining pedagogical authority at strategic, tactical, and ethical levels throughout.

Implementation Progress and Anticipated Contributions

We are currently undertaking Step 1 of the redesign process with the intention to complete Steps 1 through 3 in time for initial course implementation beginning Spring 2026. By the conference date, we will have progressed through course design and AI integration phases, enabling us to share concrete artifacts and early design decisions that demonstrate our framework in action.

Our conference presentation will include specific artifacts that make our values-driven approach tangible and transferable. These will include: AI prompt templates that operationalize the human-in-the-loop principle, showing how we constrain AI analysis to approved sources and structure AI output to facilitate rather than replace faculty judgment; chatbot configuration documentation that details our ethical guardrails, including privacy protections, bias mitigation strategies, and mechanisms that ensure AI tools support rather than substitute for human relationships;

assessment rubrics that evaluate both individual learning outcomes and network participation, demonstrating how we make collaborative knowledge construction measurable and aligned to accreditation standards; and curriculum mapping tools that trace how networked learning principles thread across courses, showing program-level coherence rather than course-bounded enhancements. If we have completed Step 4 for early-implementation courses by the conference date, we will also share preliminary evidence from authentic course delivery, including student experiences of AI-enhanced collaboration, early indicators of cross-course coherence, and any misalignments surfaced through initial outcomes review. This will enable discussion of both successes and challenges encountered when translating framework to practice.

Emerging Insights from Early Design Work

Our engagement with Step 1 has already surfaced findings that will shape subsequent phases. While program-level gap analysis required significant facilitation, faculty have shown strong enthusiasm for designing AI-powered chatbots—work connecting directly to their course-level expertise. In practice, discussions consistently gravitated toward individual courses rather than program-level scaffolding, reflecting how deeply faculty expertise is structured at the course level where evaluation, identity, and professional judgment reside.

Based on these observations, we are planning a more consultative approach: rather than presenting analysis for faculty interpretation alone, our instructional design team will synthesize findings into specific program-level recommendations. Faculty retain pedagogical authority, but the translation between course and program levels will be scaffolded by team members positioned to hold the comprehensive view. We offer this reflection as demonstration of the iterative stance we advocate as the continuous improvement cycle applies to our own practice as designers.

Contributions to Value-Based AI-Supported Networked Learning

This work advances the conference theme of value-based AI-supported learning through four distinct contributions to scholarship and practice. First, we demonstrate how AI can scale personalized support while preserving the social dimensions essential for professional development. Second, we provide a replicable methodology for ethical AI integration that maintains disciplinary values. Our five-step process offers concrete guidance for programs seeking to integrate AI without compromising pedagogical commitments. The backward design approach ensures AI integration remains aligned with learning outcomes rather than becoming technology-driven. Third, we address digital equity by building equity reviews into each process step rather than treating them as afterthoughts. Fourth, we extend networked learning from course-level to program-level coherence, addressing a critical gap in existing scholarship. Our framework creates a sustained learning network spanning students' entire degree experience.

Implications for Practice and Transferability

Programs considering similar redesign efforts should attend to several key conditions that enable this work. Institutional support for pedagogical innovation and technological infrastructure is essential, including access to AI tools with appropriate data governance, learning management systems supporting networked activities, and instructional design expertise. Faculty readiness varies significantly across contexts; our approach assumes willingness to engage in extended design conversations and experiment with new pedagogical tools. However, the iterative nature of our five-step process allows for phased adoption, where early adopters pilot approaches that others can observe before committing.

Disciplinary contexts shape how networked learning principles manifest in curriculum. Professional programs with accreditation requirements may find our backward design approach particularly well-suited, as traceability between outcomes, assessments, and standards is already expected. Other disciplines may need to adapt our assessment approach to honor their ways of knowing. The core principles—that learning is relational, that collaboration should be structural, that AI should amplify rather than replace human pedagogy—remain transferable even as implementations vary.

To support adaptation, we distinguish between essential and context-specific elements of our framework. The essential elements include: networked learning values (cooperation, dialogue, shared responsibility, reflexivity); the human-in-the-loop governance structure with its strategic, tactical, and ethical levels; the five-step iterative process; and the requirement for equity review at each cycle. These elements define the framework's integrity and

should be preserved across implementations. Context-specific elements include: the particular accreditation standards used (here, CSWE); the quality rubric selected (OSCQR); specific AI tools and platforms; institutional timelines; OER selections; and the division of labor between faculty and instructional design teams. Programs adapting this framework should expect to substitute their own disciplinary standards, tools, and institutional structures while maintaining fidelity to the essential principles that make networked learning and ethical AI integration possible.

Programs should anticipate that comprehensive redesign is a multi-year commitment requiring sustained faculty engagement, iterative refinement, and ongoing attention to alignment. Challenges we are anticipating include managing faculty learning curves with AI tools, ensuring consistency in how networked learning principles are interpreted across courses, and sustaining focus on relational pedagogy when AI efficiency gains may tempt shortcuts. Our framework addresses these through faculty communities of practice and transparent communication with students about pedagogical rationale.

Scope, Limitations, and Future Directions

Several aspects warrant acknowledgment. Our assessment of program-level coherence will require longitudinal data across multiple cohorts; we plan to track progression over three to five years. Additionally, the rapidly evolving AI landscape means our governance structures will require ongoing revision—our continuous improvement cycles provide a mechanism for adaptation, but this remains an area requiring sustained attention. Our case study context shapes findings in ways that may not fully transfer; we encourage adaptation rather than wholesale adoption, with attention to local contexts.

Conclusion

This work ultimately argues that the future of teaching lies not in choosing between human and AI, but in thoughtfully orchestrating their collaboration. Our program redesign demonstrates that value-based AI integration is not only possible but essential for preparing students for contemporary professional practice where human judgment and AI assistance are increasingly intertwined. By maintaining human pedagogical authority while leveraging AI's capacity for pattern detection, option generation, and adaptive support, we create learning environments that are both more efficient and more capable of scaling personalized attention while deepening the social relationships that are foundational to professional identity development.

We invite the conference community to engage with our approach, critique our assumptions, and contribute to an emerging model of networked learning that embraces AI as a tool for amplifying, rather than replacing, the fundamentally human dimensions of education. The artifacts, templates, and frameworks we share at the conference are offered not as prescriptive solutions but as objects for dialogue, starting points for collective inquiry into designing learning networks that honor both the efficiency of AI and the irreplaceable value of human connection, judgment, and care.

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