

Special Issue

Learning Analytics for a Sustainable Education: Explicit Use of Data for Social Justice

Message from the Guest Editor

Data-driven technologies are the core infrastructure around which the modern global economy operates. The educational arena is not an exception and the interest of companies in gathering and exploiting educational data to obtain profit has dramatically increased.

This Special Issue aims to explore how Learning Analytics can contribute to achieving a more sustainable education from a deliberative and rigorous grounding in the politics of social justice. Instead of considering technology as a neutral tool or focusing on deploying techy artifacts as an end in itself, the aim of this Issue is to prioritize the aforementioned SDGs and align Learning Analytics to that end. The use of learning data for research purposes should explicitly address social justice as a goal. Education is a social process, not a product; a human right, not a privilege; a human-centered activity, not an algorithm-centered procedure. Can Learning Analytics help us deal with uncertainties and new challenges without over-determining whatever an algorithm produces?

Guest Editor

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Deadline for manuscript submissions

closed (30 November 2021)



Sustainability

an Open Access Journal
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Impact Factor 3.3
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Editor-in-Chief

Prof. Dr. Steve W. Lyon

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