



CALL FOR BOOK CHAPTERS

Postdigital Learner Agency: Navigating Hybrid and Algorithmically Mediated Education

Jillianne Code (Editor)

In an era where human and algorithmic decision-making are deeply intertwined, traditional conceptions of learner agency must be redefined (Thomas 2025). Postdigital Learner Agency (PLĀ) (Code 2025) addresses the complexities of hybrid learning environments and sociotechnical systems that influence knowledge access, learning processes, and educational equity. Rooted in Social Cognitive Theory (Bandura 2006, 2018), sociocultural perspectives (Vygotsky 1978; Wertsch et al. 1996), and postdigital philosophy (Jandrić et al. 2018), PLĀ integrates relational, spatial, collective, and shared agency, moving beyond individualized notions of autonomy to account for entangled digital and non-digital realities.

The increasing reliance on Artificial Intelligence (AI), algorithmic decision-making, and adaptive learning technologies in education has created both opportunities and challenges. While these systems promise personalized learning experiences and real-time feedback, they can also introduce biases, limit transparency, and raise ethical concerns about control and access (Eubanks 2018; Noble 2018). The need to critically engage with these systems has never been more urgent, particularly as education shifts toward hybrid and data-driven models that

blur the boundaries between digital and physical learning spaces (Jandrić and Knox 2022).

PLĀ responds to these challenges by offering a comprehensive, multidimensional approach to learner agency that incorporates critical digital literacies, algorithmic resilience, and ethical engagement. This framework reconceptualizes agency as not just an individual trait but a relational and collective capacity that is co-constructed within complex sociotechnical environments. It explores how learners navigate and negotiate power within digital systems, fostering autonomy, adaptability, and critical consciousness in ways that empower them to challenge inequities and shape their educational experiences (Palenski et al. 2024).

This edited volume seeks to explore whether and how PLĀ fosters equity, inclusion, and digital literacy in various educational contexts, from K–12 and higher education to professional and lifelong learning. Contributions are invited that critically engage with the theoretical foundations, methodological approaches, and practical applications of PLĀ in postdigital education. Chapters could explore, but are not limited to, the following themes:

- Redefining learner agency – Expanding beyond autonomy and self-regulation to relational, collective, and hybrid forms of agency.
- Postdigital perspectives on learning and agency – Examining how digital and non-digital interactions shape learner agency in contemporary education.
- Hybrid and algorithmic learning environments – Investigating how AI, datafication, and adaptive technologies mediate and shape learner agency.
- Algorithmic literacy and critical engagement in agency – Equipping learners with the skills to navigate, critique, and co-create within algorithmically mediated systems that influence agency.
- Inclusive postdigital pedagogies– Centering Indigenous and Global South perspectives in education, addressing digital divides, systemic biases, and the role of diverse epistemologies in shaping learner agency.
- Researching postdigital learner agency – Methodologies for studying, measuring, and co-constructing agency in digital and hybrid learning contexts.
- Future directions for postdigital learner agency – Envisioning ethical, transparent, and learner-centered educational futures that empower agency in the postdigital era.

Important Dates

15 May 2025 - Deadline for abstracts (500 words)

1 October 2025 - Deadline for full chapters

15 November 2025 - Deadline for reviewer feedback

16 February 2026 - Deadline for final chapters

Submission Guidelines

Conceptual and empirical contributions are welcomed. Prospective authors should read this [recent commentary around postdigital learning agency](#) (Code 2025), and then submit a 500-word abstract outlining their proposed chapter by 15 May 2025.

Editor

Jillianne Code, University of British Columbia, Canada. **Please submit abstracts and inquiries to Jillianne Code** (jillianne.code@ubc.ca) with the subject line: *Postdigital Learner Agency - Chapter Proposal*.

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