

Chapter 2 Summary

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In this chapter, an overview of IT theories were presented with consideration given to both traditional and emerging theories, the end goal being the enhancement of teaching and learning in the 21-century.

The traditional theories presented on this chapter included: The **presentational view**, which involves presenting relevant images and words through multiple channels to reach and teach every learner. The **performance-tutoring view**, which focuses on providing feedback, reinforcement, scaffolding, and prompt support. This view has its roots in behavioral psychology. The **epistemic-engagement view**, which is associated with constructivism theories and contends that learners construct knowledge dependent upon their experiences. Activities associated with this theory include problem solving, open ended and unstructured work. The **complexity theory** focuses on behavior that manifests through interaction with others and seeks to create a learning environment where effective behaviors evolve while ineffective behaviors are extinguished. Learning can be approached through classrooms or in online cohorts.

Emerging theories of IT include: **Net-aware theories of learning** where synchronous, asynchronous, or near-synchronous learning take place through text, voice, and immersive interaction modes. Communication artifacts can be stored, indexed, tagged, harvested, searched, and sorted. Its low cost, abundance of information, and ease of gathering, synthesizing, and filtering information make for an efficient and effective learning environment.

Pedagogy of Nearness theory strives to find a flow of balance between online and face-to-face learning environments. **Heutagogy** with its literature based roots focuses on learner driven tasks. The learner is control of what they learn while the teacher becomes a facilitator providing resources and guidance. **Connectivism**, the most recent network-centric theory, focuses on connecting or networking with others and using those "connections" for learning. Learners can draw from the expertise of others and their resources to develop new learning connections.

In conclusion all theories presented in this chapter both new and old can be incorporated or applied to 21st century learning, whether in a face-to-face classroom setting or IT distance learning environment.

Veletsianos, George. *Emerging Technologies in Distance Education*. Edmonton, AB: AU Press, Athabasca University, 2010. 177-193. eBook.