

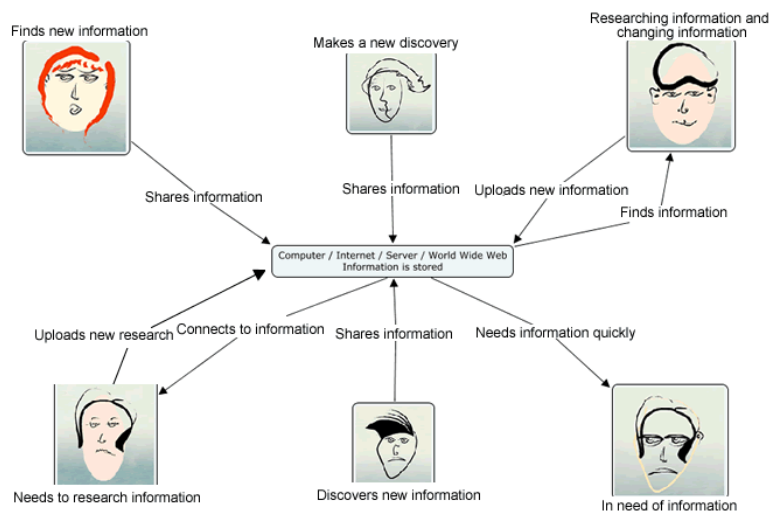
According to George Siemens, “Connectivism is a learning theory for the Digital Age” (Siemens, 2004). In Connectivism, learning is a process that occurs based upon a variety of continuously shifting elements. The “starting point of learning is the individual who feeds information into the network, which feeds information back to individuals who in turn feed information back into the network as part of a cycle” (Siemens, 2004).

Because there is so much information available in the connected network and the information is changing rapidly, it is very important at an individual level to be able to filter content to determine which information is valuable to the user. Not only does the individual have to filter content but it is also the belief that the new information can change thinking so that future decisions are based on the latest information.¹

Principles of connectivism:

- Learning and knowledge rests in diversity of opinions.
- Learning is a process of connecting specialized nodes or information sources.
- Learning may reside in non-human appliances.
- Capacity to know more is more critical than what is currently known
- Nurturing and maintaining connections is needed to facilitate continual learning.
- Ability to see connections between fields, ideas, and concepts is a core skill.
- Currency (accurate, up-to-date knowledge) is the intent of all connectivist learning activities.
- Decision-making is itself a learning process. Choosing what to learn and the meaning of incoming information is seen through the lens of a shifting reality. While there is a right answer now, it may be wrong tomorrow due to alterations in the information climate affecting the decision.²

Fig 1³: Diagram of Connectivism



Connectivism presents itself as a pedagogical approach that affords learners the ability to connect to each other via social networking or collaboration tools. Many theories assume that learning happens inside the head of an individual. Siemens believes that learning today is too complex to be processed in this way and that “we need to rely on a network of people (and, increasingly technology) to store, access, and retrieve knowledge and motivate its use” (Siemens, 2006). Learning is viewed as multi-faceted and particular tasks define which approach to learning is most appropriate to the learner (Siemens, 2003).⁴

¹ Text taken from: <http://design.test.olt.ubc.ca/Connectivism>

² Text taken from: <http://www.elearnspace.org/Articles/connectivism.htm>

³ <http://design.test.olt.ubc.ca/Connectivism>

⁴ Text taken from: http://design.test.olt.ubc.ca/Connectivism:_Teaching_and_Learning