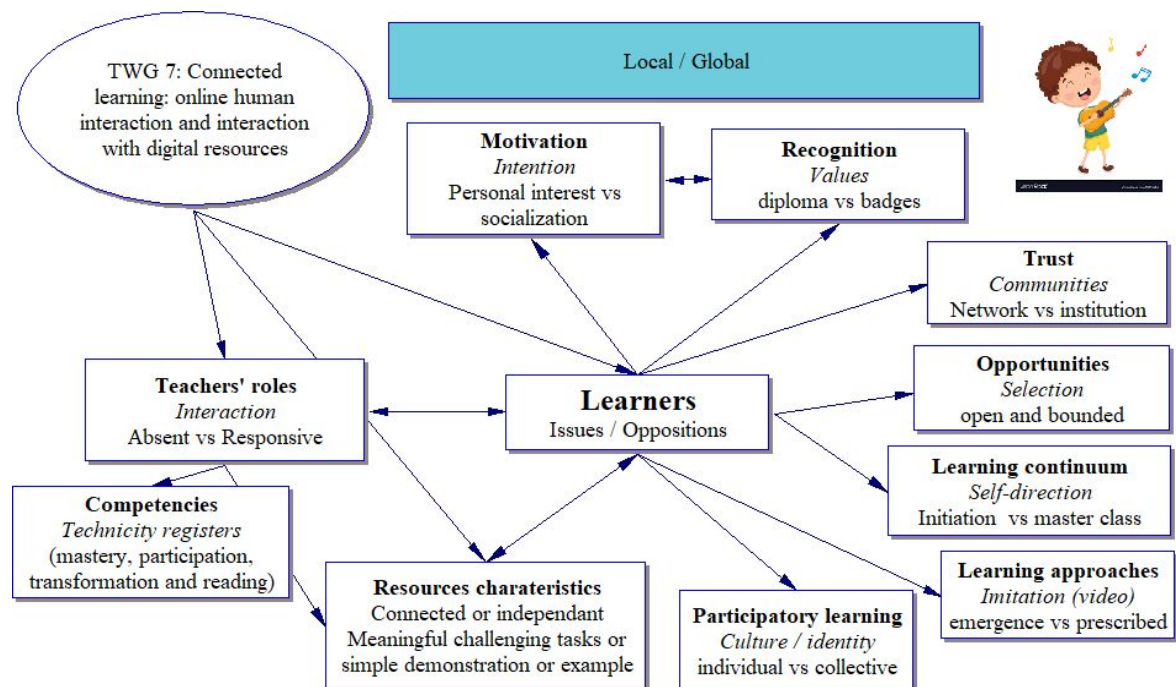


## TWG 7: Connected learning: online human interaction and interaction with digital resources

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**Definition:** In an age of ready access to people and information, connected learning is a combination of individual interests, networked and interdependent relationships, and interconnected experiences that transcend temporal, spatial and cultural boundaries. Connected learning leverages media and technology for expanded access to global communities and cross-cultural and interdisciplinary learning pathways across the lifespan. Connected learning involves socially embedded and interest-driven interactions among diverse participants who collaborate, co-create, re-craft and leverage each other's diverse insights and perspectives while building knowledge in and for community.



**Bolded terms.** key issues; *italicized words:* examples or the location in the learning process; terms at the bottom: oppositions relevant to that specific issue

*A picture of a child playing guitar is added as we think that how to learn to play guitar is a good example for thinking about many aspects of connected learning*

### Identified Current Misalignments

- **open and bounded:** free range in context of privacy, security and ethical constraints
- **global and local:** policy, practices and programs; the continuum of linguistic, ethnic, cultural, economic, epistemological diversity.

- **top down and bottom up:** goals, agency, decision-making, identity, risk-taking (institution: teacher; school leader: teacher; teacher: learner); national or provincial/state curriculum and assessment: teacher professionalism, choice and autonomy.
- **emergence vs prescribed:** expanded connected approaches versus standardized curricular and assessment frameworks.
- **idealized connected learning within formal structures and systems:** explore assumptions, concessions, caveats.
- **rise of a new class of social influencers, entrepreneurs, and leaders who leverage power of network and social media:** Whose voices and perspectives are privileged; whose are excluded; Authoritative knowledge and expertise versus fake news /opinion.

### **‘Emerging’ New Alignments**

- Forms of education that encourage connection: Formal, Non formal, informal
- Just-in-time (immediate need) versus just-in-case learning (might need in the future)
- Recognition: Badges, but online Education resistance
- New actors: social influencers
- Choose tailor-made pathways that are made up of a variety of courses delivered online in various forms world-wide through different learning opportunities, including new ones (e.g. virtual visits to museums, libraries, zoos and or social media interactions).

Main question: under what conditions, for which learners, for what purpose, in which contexts does connected learning work?

### **Implications and suggestions for**

**Policy Makers:** Regulate for quality and value. Define and disseminate policies and priorities to achieve designed goals.

**Practitioners:** Orient teacher / learners to develop competencies for engagement in connected learning. Use connected learning opportunities to make learning more visible and develop metacognition.

**Researchers:** Develop mature connected learning theories, frameworks, models and design principles to guide inquiry and practice.