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Connectivism

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Connectivism

In recent times, another philosophical stance termed connectivism has surfaced (Siemens, 2017). Though it is still being enhanced, connectivism and the collective linkages amongst all the clusters lead to new intelligence sources. Knowledge is generated at a level higher than independent human respondents and is constantly evolving and adjusting. Understanding these learning systems is not regulated or shaped by any formal structure. Still, institutions can and should "connect in" to this state of global knowledge transfer and create value from it. Siemens (2017) argue that in connectivism, understanding is a messy, changing occurrence as nodes come and go and coordination mechanisms across education networks are interlinked.

The proponents of constructivism argue that the internet has altered the conventional method of gaining knowledge since the channel is more significant than the content within the "pipe" (Carr-Chellman & Rowland, 2017). In addition to that, Connectivism is similar to constructivism since a student taking part in connectivism would most likely use a learning experience at times. The distinction, in this case, is due to the crucial role of networks of relationships in connectivism. They are the primary source, not complementary links. As a result, there is no actual transfer of knowledge, creating, or building understanding in connectivism. Instead, Smidt et al. (2017) argue that the exercises people engage in when conducting practices to learn are more akin to expanding or establishing oneself and shaping human society in specific (interlinked) aspects.

The world is moving towards the direction of constructivism and is getting smaller and flat. Learners are changing their learning experiences by creating personal learning networks, enabling them to learn something new every day, made possible by the availability of knowledge and understanding from different channels like the internet. The shift calls for a transition that

can make the emerging system integrate with existing models. In this new paradigm, the

teachers' role is changing and facilitating learning via different experiences that encourage new

understanding.

References

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