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The Internet Age and Education: The Promise of Technological Pedagogical Possibilities

Description and Goals

This circle explores the pedagogical opportunities presented by new technologies in the context of education in an interdisciplinary way. Drawing from the concepts of 'affordances' as defined by Gibson (1977) and later expanded upon in the context of educational technology by Norman (1988), the circle analyzes how these emerging digital tools are reshaping teaching and learning methodologies.

With the advent of the Internet Age, there is a proliferation of digital technologies, including social media platforms, online learning management systems, augmented and virtual reality tools, and artificial intelligence-powered educational software (Selwyn, 2017). These technologies have the potential to introduce innovative teaching strategies and learning opportunities that were either impossible or difficult to implement before (Bower, 2008). For example, they can facilitate collaborative learning, enable personalized instruction, and make education more accessible and engaging (Papert, 1996; Jonassen, 2000).

However, effectively integrating these technologies in educational settings requires a comprehensive understanding of their pedagogical affordances. This means discerning how these tools can support learning objectives, foster student engagement, and address diverse learning needs (Hammond, 2010). Furthermore, it's essential to recognize the potential challenges and limitations of these technologies, such as issues related to digital equity, privacy, and the quality of online content (Selwyn, 2016).

This circle seeks to provide insights into these matters through a combination of literature review, case studies, and empirical research, contributing to the broader discussion on the role of technology in education in the Internet Age (Laurillard, 2013).

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