

## **Rethinking learning in the new digital age**

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### **Abstract:**

Digitalisation has changed the way we do things. It has the potential to fundamentally transform how and what people learn throughout their lives. However, the reality is that the technologies are used simply to reinforce outmoded approaches to learning. We need a new approach to see how we learn in this new digital age. Connectivism is a new digital age learning conceptualised by Stephen Downes and George Siemens which is about networked, social learning. Learning in Connectivism is considered as an actionable knowledge that can also exist outside people and focuses on connecting specialised information sets. These connections enable people to learn more from the current state of knowing. In other words, Connectivism model of learning is no longer an internal, individualistic activity because the knowledge is distributed across the networks. Moreover Connectivism works through understanding the decisions which are based on rapidly changing information. In a rapidly changing context such as disaster situation, it is vital to form a learning environment where connections are recognised and people are allowed to learn continuously. This type of environment is referred as 'Learning Ecology' in several studies (Brown, 2000; Baron; 2006 and Siemens, 2007). Learning ecology focuses on the connections and relationships that exist in the learning environment. However, A Learning ecology include different components, understandings and relationships which are used for the process of imagining, designing, constructing and implementing certain goals in a particular situation. This session explores the notion of Learning Ecology with the use of a BIM (Building Information Modelling) construction project to show how learning in practice can create a self-adaptive learning environment.