Welcome. I'm Tricia Fyfe, and today I'm going to be discussing with you the topic of networked learning theory, situated learning theory, and collaborative teaching and learning through this video lesson. As we explore this topic, we will work toward several learning objectives. Together, we will answer these questions.

How are the theories of networked learning and situated learning connected? And what the situation learning theory look like in the collaborative classroom? Let's start by defining what networked learning theory is.

Networked learning theory supports learning and connections between individuals. It is a process of developing and maintaining connections with people, and information, and communicating, therefore supporting, each other’s learning. Learning takes place both in relation to others and in relation to learning resources. Relationships matter according to this theory.

Social interaction is important to situated learning theory, and student understanding and achievement are greatly enhanced by authentic social interaction, communication, and collaboration. Learning is a function of the activity, context, and culture which it occurs, where it is situated, hence the name situated learning. Collins and Duguid in 1989 emphasized the idea of cognitive apprenticeship.

Cognitive apprenticeship supports learning in a domain by learning both outside and inside school, advances through collaborative social interaction, and the social construction of knowledge. Vygotsky, who had an impact on social learning, was a key factor in the development of situated learning theory. So what does it look like when situated learning takes place?

As knowledge is acquired, students progress from entry level to expert level understanding. This learning happens through real-world application and social interactions. Real-world content, standards, and skills are developed through this process.

Examples of real-world application where learning is learned or situated are things like hands-on learning environments, labs, role playing, field trips, apprenticeships, internships, and practice in the field. For example, in the sports or in music. In order for a situated learning theory to be president, authentic knowledge must be presented and mastered, and learning requires social interaction and collaboration.

So let's review what we learned today. We covered the following questions. How are the theories of networked learning and situated learning connected? And, what does situated learning theory look like in the collaborative classroom? I walked you through definitions and examples of networked learning and situated learning theory.

Remember, networked learning theory is the process of developing and maintaining connections with people and
information, and communicating or supporting each other's learning. Relationships matter to networked learning theory. Situated learning theory is where social interaction is extremely important. Student understanding and achievement are enhanced by social interactions, communication, and collaboration.

In the classroom, this could be things like learning in a lab-type setting, similar to real life labs, or practice in sports or music, or apprenticeship, or internships.

Now that you're more familiar with these concepts, let's apply what we've learned. Can you think of a time that you have experienced situated or networked learning? How will understanding these two theories benefit your teaching and your students?

Thanks for joining me today as we discussed the lesson networked learning theory, situated learning theory, and collaborative teaching and learning. I hope you found value in this video lesson and are able to apply these tools and ideas to your own teaching.

Now it's your turn to apply what you've learned in this video. The additional resources section will be super helpful. This section is designed to help you discover useful ways to apply what you’ve learned here. Each link includes a brief description, so you can easily target the resources you want.