



10.2 | Analyze: Using Technologies to Support Learning

Use technology as a **tool** to support **knowledge construction**, to...

- represent learners' ideas, understandings, and beliefs.
- produce organized, multimedia knowledge bases by learners.

Use technology as an **information vehicle** to explore and support **knowledge construction**, to...

- access needed information.
- compare perspectives, beliefs, and worldviews.

Technology as **context** to support **learning by doing**, to...

- represent and simulate meaningful real-world problems, situations, and contexts.
- represent beliefs, perspectives, arguments, and stories of others.
- define a safe, controllable problem space for student thinking.

Technology as **social medium** to support **learning by conversing**, to...

- collaborate with others.
- discuss, argue, and build consensus among members of a community.
- support discourse among knowledge-building communities.

Technology as an **intellectual partner** (Jonassen, 2000) to support **learning by reflecting**, to...

- help learners to articulate and represent what they know.
- reflect on what they have learned and how they came to know it.
- support learners' internal negotiations and meaning making.
- construct personal representations of meaning.
- support mindful thinking.

Adapted from:

Jonassen, D.H., Howland, J., Moore, J., & Marra, R.M. (2003). *Learning to solve problems with technology: A constructionist perspective*. (2nd ed.) Upper Saddle River, NJ: Prentice Hall, (p. 12).

Jonassen, D.H. (2000). *Computers as mindtools for schools: Engaging critical thinking* (2nd ed.), Upper Saddle River, NJ: Prentice Hall.