The Role of Information Technology in Technology-Mediated Learning: A Review of the Past for the Future

Zeying Wan
Richard Ivey School of Business
The University of Western Ontario
London, On., N6A 3K7, Canada
zwan@ivey.uwo.ca

Yulin Fang
Department of Information Systems
City University of Hong Kong
83 Tat Chee Avenue, Hong Kong SAR
ylfang@cityu.edu.hk

Derrick J. Neufeld
Richard Ivey School of Business
The University of Western Ontario
London, On., N6A 3K7, Canada
dneufeld@ivey.uwo.ca

ABSTRACT

Technology-mediated learning refers to an environment in which the learner’s interactions with learning materials, peers, and/or instructors are mediated through information technologies (Alavi and Leidner, 2001). The objective of this paper is to review current research on technology-mediated learning using a theoretical framework derived from the existing literature. The framework presents three dimensions (primary participant, instructional design, and information technology) that influence students’ psychological learning processes, and eventually lead to different learning outcomes. The literature review reveals that certain relationships identified by this framework have received significant attention (e.g., the influence of a technology feature on learning outcomes), while others have been ignored (e.g., the influence of IT on psychological processes). Research questions that can help advance our understanding of technology-mediated learning are discussed.

Keywords: Technology-mediated learning, Information technology, Education.