

Although though Twitter is a relatively new technology and addition to the Web 2.0 world, it does relate to some of the ideas presented in the chapter such as learner control and pacing control but since it is more of a communication tool rather than a program, it does not relate to all of the points presented in the chapter. Twitter is something that I would never use in the classroom or personally it's hard to provide a follower with any real information in 140 characters and I do not really care if people know what I'm doing at any particular time. Twitter may be a new and exciting social network but so far there is not much evidence that is educationally effective or even primarily used for educational purposes.

One of the big ideas from the chapter was learner control. There are both goods and bads about learner control as opposed to program control and it all depends on the user but Twitter allows for entirely learner control. Learners are most satisfied when they have control and Twitter allows for complete power. You can choose what you want to read, who you want to follow, what you want to post, and so on. Since you can select just about anything you want, learners have control over the content from Twitter although the chapter does go into depth about the lack of good instructional decisions made by learners when they are in control.

Another idea that the chapter presents is the idea of learner pacing. Learners learn best when they can control how fast or slowly they can move through something. One of the biggest controls that programmers and learners have in pacing is text. Since Twitter is entirely text, learners can decide how quickly or thoroughly they read messages posted on Twitter. And since the posts stay online permanently, that gives learners even better pacing as they are not limited in the amount of time they have to access the information.

Although it goes against every moral fiber of my being, I signed up for a Twitter account this week. The reason I did not want to sign up for Twitter is because from what I have read and seen how Twitter is used, I do not have much respect for the Twitterers or the “Twits.” I mean, what kind of ego does somebody have to have to think that people care what they are doing at anytime. You don’t care what I’m doing right now and I sure as hell don’t care what you are doing so stopping letting the entire world know that you’re buying new shoes or you just had a hamburger. It doesn’t matter. Shut up and just go about your business without having to declare it to the world.

Although Twitter doesn’t directly relate to the entire premise of the chapter, it does touch upon some points such as learner control and learning pacing. Although learner control is the best way to approach a learning situation, it does make the learner more satisfied. Twitter is all text in small doses so learners can control how they pace themselves through a chat. Overall, Twitter could be educationally beneficial but has been so bastardized that it is now mainly used by egomaniacal morons who just want people to know how dull their lives really are.