

Are the Natives Restless?

Meeting the needs of the 21st century student

Heartland Community College, Jan 08
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YouTube Video

A Vision of Students Today



This is Part 2 of a 3-part project
To get the context of the project, go to
<http://mediatedcultures.net/ksudiqq/?p=124>

YouTube Video

- First reaction?
 - Agree
 - Disagree
 - Angry
 - Excited
 - Sad
 - Disappointed
 - Unsettled?

Comments

- Blame the student
 - "this is a student rant against what they don't like or want to do"
 - "A person who buys but never opens a \$100 book, or ... pays tuition but never goes to class, or ... spends all class looking at YouTube, has no one to blame but him/herself."

Comments

- Blame the source
 - "I question whether or not he (Michael Wesch) has the background in mass media, digital media, and/or educational theory to fully credential him across the breath of material he takes on. "

Reflective Comments

- The faculty?
 - "sometimes [we take things like this too literally]. I suspect our responses often reveal as much about our own hurt and frustration with the system as the topic at hand."

Reflective Comments

- "Isn't the film's basic message from the students - We feel ignored! To help us learn, pay attention to us, and how we live in our world."

Last Comment

- "Many of our deep-rooted assumptions are enshrined in material forms, "class" rooms, whiteboards, "lecturers" and the like. So, what do we do to change how we are teaching? "
- Michael W. asks "What are we DOING to change how we are teaching?"
- Part 3 - <http://mediatedcultures.net/ksudigg/>

Questions?

- What questions come up?
- What questions are worth thinking about?
- Where do we start?
- Do we need to change how we teach?
- Ditch lecture?
- Add media?
- Do more group work?
- Put stuff on the Web?

Instructional Design

- Who are our students (really)?
- What is the context in which we are teaching?
- What is the content we are teaching?

Assumptions

- That our students learn like we do
- False:
 - Learning preferences
 - Background
 - World view
- We teach as we were taught
- True
 - Good
 - Bad

Who are our Students?



Net Generation

- 97% own a computer
- 94% own a cell phone
- 76% use Instant Messaging
- 15% of IM users are logged on 24/7
- 34% use websites as their primary source of news
- 28% own a blog and 44% read blogs
- 49% download music using peer-to-peer file sharing
- 75% of college students have a Facebook account
- 60% own some type of portable music and/or video device such as an iPod

Millennials

- Display a great deal of self-confidence, appear cocky
- Technically literate practically from birth
- Typically team-oriented, work well in groups, preferring this to individual endeavors.
- Good multitaskers, having juggled sports, school, and social interests as children so expect them to work hard.
- Expect structure in the workplace.
- They acknowledge and respect positions and titles, and want a relationship with their boss.
- This doesn't always mesh with Generation X's love of independence and hands-off style.

21st Century Student



Digital Native, Digital Immigrant

Digital Natives:

- Receive information really fast
- Parallel process and multitask
- Graphics before text
- Random access (hypertext)
- Networked, connected
- Instant gratification, frequent rewards
- Prefer games to 'serious' work

Digital Natives

- "I roll out of bed, check my facebook account, my email, and print of any assignments for the day."
- Online application, registration, advising, library
- Wireless on buses
- Wireless laundry facilities

Digital Immigrant

- Turn to Internet as second source
- Read a manual to learn a program
- Print out email (or have their secretaries do it)
- Print out documents to edit
- Pull people in to your office to look at a cool website
- The "Did you get my email" phone call

Digital Native, Digital Immigrant

"Digital Immigrants don't believe their students can learn successfully while watching TV or listening to music, because they (the Immigrants) can't. Of course not – they didn't practice this skill constantly for all of their formative years. Digital Immigrants think learning can't (or shouldn't) be fun. Why should they – they didn't spend their formative years learning with Sesame Street."

—Mark Prensky, Digital Natives Digital Immigrants (2001)

Other Ways of 'Seeing' Students

- Other ways to see your students:
 - Personality type – A or B?
 - Learning Style – visual, tactile, sensory, linear, big picture, anal-retentive...
- UCF studies

Aggressive	Dependent
Passive	Independent

Your Students

- Not all Digital Natives
- Many Digital Immigrants
- Many barely there

Who are YOUR students?

- Age
- Background
- Married?
- Working?
- Goal for education?
- Technical sophistication?
- Learning sophistication?
- Most recent educational experience?

Context

Where are we teaching?

- Classrooms
- Online
- Labs
- Real world
- Type of degree

Context

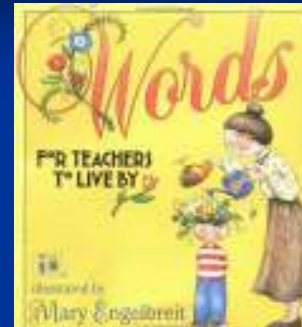
Where are they learning?

- Classrooms
- Online
- Labs
- Real world
 - Coffee shop
 - Laundry facility
 - Bus?

Content

- You are the expert
- They expect you to be the expert
- You are NOT the only source of expertise
- Flow of information does NOT necessarily have to go through you, the instructor

This?



OR....

This?



7 Principles of Good Practice

- Encourages contact between students and faculty
- Develops reciprocity and cooperation among students
- Encourages active learning
- Gives prompt feedback on performance
- Emphasizes time on task
- Communicates high expectations
- Respects diverse talents and ways of learning

---A.W. Chickering & Z.F. Gamson, 1987.
AAHE.

To Lecture or not..

- Is lecture getting a bad rap?
- Is lecture a valid teaching technique?
- Or a crutch?

Consider...

- Attention span is 12 – 14 min. on average
- We learn by doing
- You really know it when you can teach it to someone else

Creating Significant Learning Experiences (Fink)



Lecturing has limited effectiveness in helping students:

- Retain information after end of course
- Develop ability to transfer knowledge to novel situations
- Develop skills in thinking or problem solving
- Achieve affective outcomes, such as motivation for additional learning or a change in attitude.

Other research

- End of lecture, recall was 42%
- One week later, dropped to 20%
- Another study, EOC, students only knew 20% more than non-students
- Two years later, difference dropped to 15%
- 7 years later, difference was only 10%

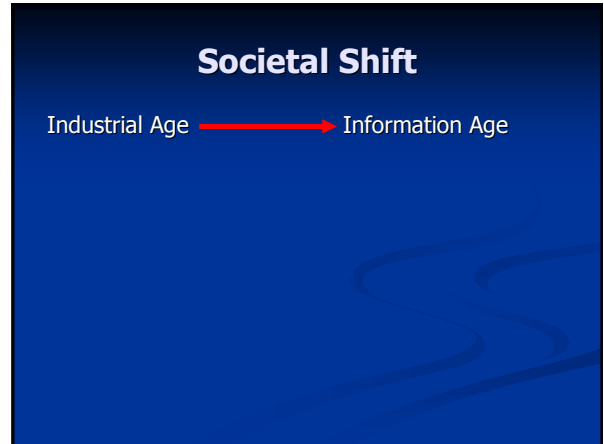
Other research

There is no significant difference between students who take courses and students who do not.

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Faculty Concerns

- Low student attendance in class (50% by mid-semester)
- Students don't complete reading assignments
- Energy level in class discussions is low
- Students focus on grades rather than on learning
- Textbooks getting larger, more content to cover
- Lost joy in teaching
- Desire to change, but no support from students, colleagues or the institution

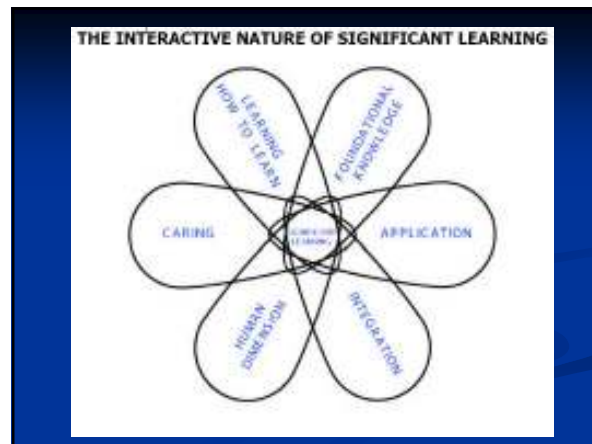
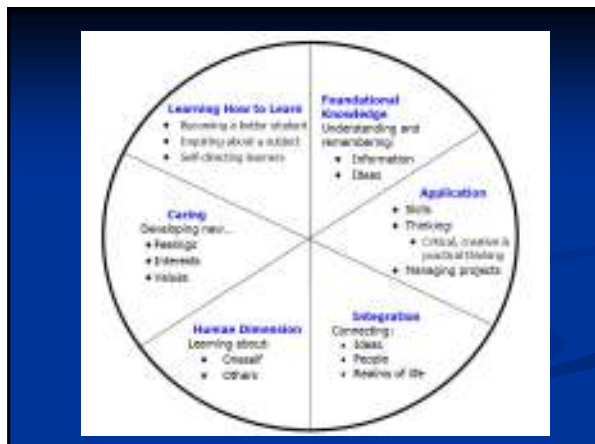


- ### Shift in Instruction
- providing instruction > producing learning
 - quality of instruction > quality of learning
 - entering students > exiting students
 - covering material > specific learning results

- ### Shift in Instruction
- Move from learning is cumulative and linear
 - To learning is a nesting and interaction of frameworks
 - Less about faculty being primarily lecturers
 - More about faculty being primarily designers of learning methods and environments
 - Less about producing learning
 - More about producing SIGNIFICANT learning.

- ### Significant Learning
- Student engaged in their own learning
 - Maintain high energy level
 - Learn throughout the course
 - EOC, learned something important....
 - Potential to change their lives in important ways

- ### Significant Learning
- Enhancing our individual life
 - Enabling us to contribute to our various communities
 - Preparing us for the world of work



- ### Integrated Course Design
- Important situational factors
 - Full set of learning goals
 - Feedback and assessments
 - Teaching and learning activities
 - All components are connected and integrated

- ### Teaching & Learning Activities
- Passive learning: receiving information and ideas
 - Active learning:
 - Experiences: doing, observing
 - Reflection: what am I learning and how am I learning it
 - Meaning-making: Alone, and with others

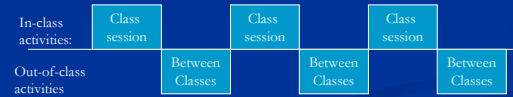
- ### Content
- Master the content of the course
 - Learn how to use that content in some way
- Challenge**
- No time for second part
 - Too much content

- ### Integrated
- Out-of-class activities: read, homework, work in study groups, labs, observations, projects...
 - In-class activities: lectures, discussion, in-class writing, small group activities...

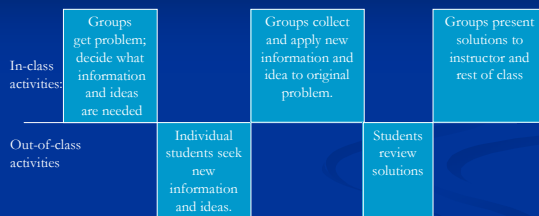
Teaching Strategies

- Team-based learning
- Problem-based learning
- Accelerated learning

Castle Top



Castle Top Problem-based Learning



Where or How to Start?

- Slowly, not two days before the semester begins
- Read a few books
- Try a few things
- Talk to others who are doing it
- Form a TLC: read books, exchange ideas, share successes and failures
- Redesign your course
- Use resources on campus

Meet the Challenge

- You are motivated
- Do something!
- Regain your joy!
- Share your successes!

Thank you!

Resources

- <http://www.youtube.com/watch?v=dGCJ46vyR9o> – A Vision of Students Today
- [What You Need to Know about Mentoring the New Generations](#)
- [The 'millennials' come of age](#)
- [Totally Wireless on Campus](#)
- [Digital Natives Digital Immigrants](#)
- [Creating Significant Learning Experiences](#)

Resources

- [Team-based Learning](#)
- [Seven Principles of Good Practice](#)
- [IMPLEMENTING THE SEVEN PRINCIPLES: Technology as Lever](#)
- [Engaging the Online Learner](#)
- [Discussion-Based Online Teaching to Enhance Student Learning](#)