

The New
Generation of Learner—

Make It Available and
Get Out of Their Way



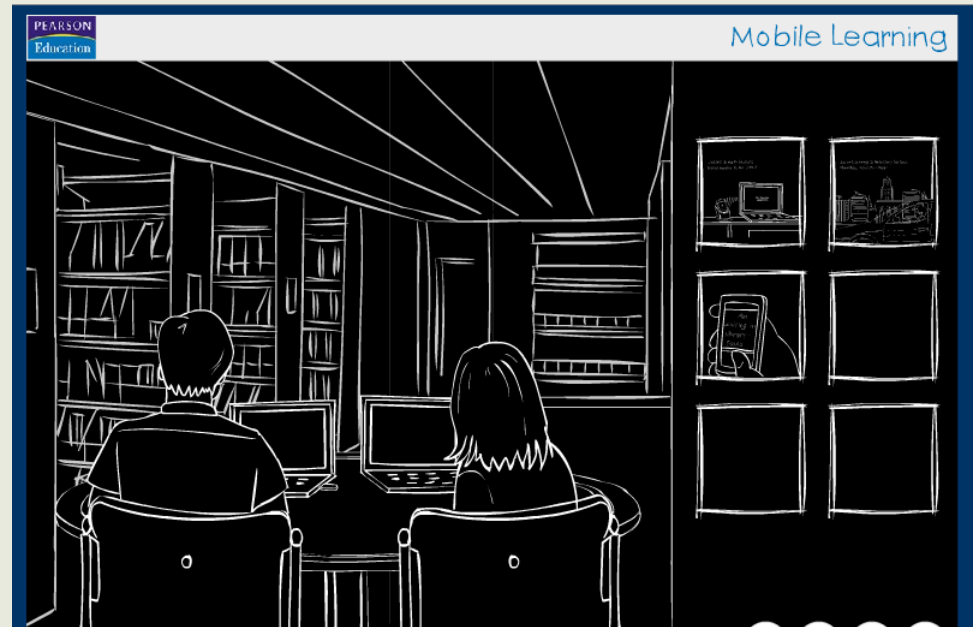
Content. Customization. Commitment.

Learning Environments

- Scenario A



- Scenario B



ECAR Study from Educause

- ECAR Study of Undergraduate Students and Information Technology 2007
- Purpose is to look at undergrads and IT
 - Provide information on the technology behaviors, preferences, and attitudes of undergraduates in regards to using technology in their academic lives

Interesting ECAR Demographics

- Majority of laptop owners do not actually bring them to class
- Students report spending an average of 18 hrs/week online—engineering and business majors use it more often
- All respondents use email and 84% use instant messaging

Opinions from ECAR

- Undergrad opinions from this study...
 - Develop instructors' technology skill set
 - Increase instructor awareness of how students differ in technology aptitude
 - Train instructors on how and when to integrate technology into instruction
 - Improve speed, reliability and support for networks, academic applications and course management systems

ECAR Conclusions

- Students do NOT want technology to eclipse face-to-face interaction
- Students say factors in retention and success include face time with faculty
- While 80% of respondents use instant messaging and social networking, they do NOT use them in coursework... NOR do they wish to
- Students hold the instructor responsible for the success of any technology they introduce in a course.



BECTA Study on Learning Networks

- Study developed by the British Educational Communications and Technology Agency (BECTA) in conjunction with the National Research Council of Canada
- Purpose of the paper; learning networks with certain traits are more reliable producers of learning
- *Emerging Technologies for Learning, BECTA Volume 2 (2007).*

Emerging Learning Technologies

- The LMS/CMS delivered the classroom online
- Web 2.0 technologies are enabling a shift in online learning
- Personal Learning Environments (PLE) and learning networks are a result
- Learners play an active role in their learning content and their learning communities

The PLE and Web 2.0

- Shared values...
 - Learning in social networks and communities
 - Emphasis on creation rather than consumption
 - Context over class
- Familiarity with Web 2.0 enables new learners not only to ingest learning content but also to produce content to share with fellow learners

BECTA Conclusion

When learning becomes the creation of content in a community, then learning becomes something characterized not by instruction in a classroom but rather by dialogue and communication with a given context.

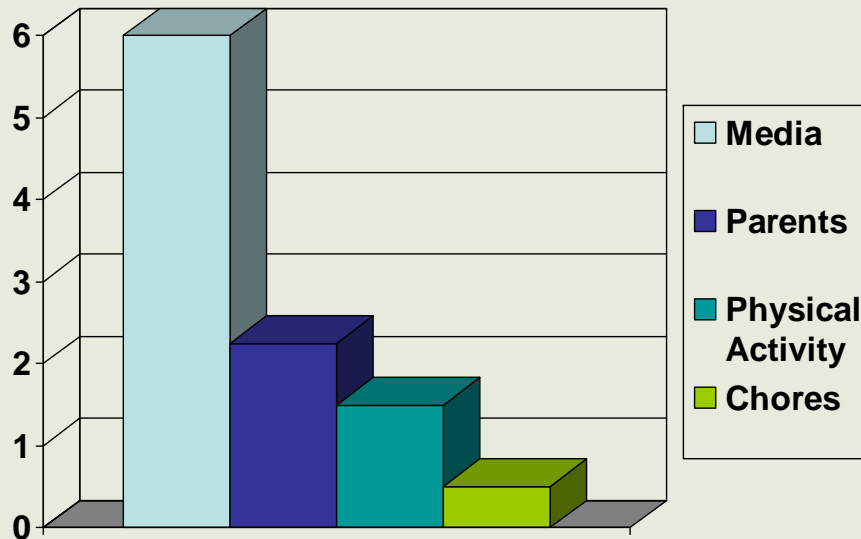
Kaiser Family Foundation Study

- Original study conducted 1999
- Follow-up study in March 2005
- Provides data on patterns and trends of media use among young people
- Define “young people” as 8-18 years

Kaiser Family Foundation Study

- Observations:

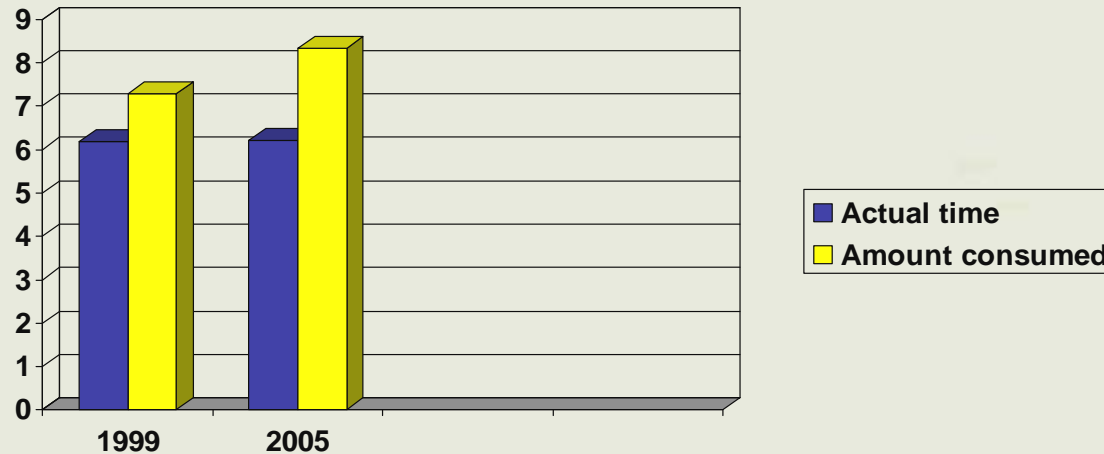
- Live media-saturated lives—an average of over 6 hours with media



- Have access to an unprecedented amount of media in their homes, their bedrooms and through portable devices

More Kaiser Findings

- Use of new media (computers and video games) does not seem to displace use of old media such as TV and music



- An increase in amount of time spent using multiple media simultaneously

Kaiser Conclusions

- Today's youth are masters of media form multitasking
- Computers and the Internet are rapidly becoming a nearly universal presence in young people's lives
- Amount of time spent using a computer outside of school work still pales vs. watching TV and listening to music (on average)

New Forms are Everywhere

- Instant Messaging
- Wikipedia and open knowledge sources
- YouTube
- MySpace
- 21 Million iPods sold in Q4 2006 alone
- 1 Billion mobile phones shipped in 2006 (estimated)
- 1 Million iPhones sold in the 74 days after introduction (iPod sales didn't reach for nearly 2 years later)
- The next Big Thing?

Connecting the Dots

- New generation of learner is more wired than ever
- Today's undergraduates want technology but not to the extent of the new generation
- New learners all use social networking to one degree or another and are extremely comfortable doing so
- Technology is here to stay

The Big Question

- How does an instructor connect with and teach, enable learning in a generation of students raised on 40-plus hours/week of media and technology engagement?
- <http://thejournal.com/articles/18043>

Meeting the Challenge

- Improve instructor technology skills/tech savvy
- Gear the content to the learner
- Support change
- Improve the network

Improving Tech Savvy

- Cutting-edge, industry-leading technology is not required at all times
- Frequent use of mobile devices does not mean students or instructors are ready for mobile learning/teaching
- “Good enough is good enough”—no need to be Walt Disney



CMG Worldwide

Gear Content to the Learner

- Select content that allows engagement
- Allow students to create the media that goes with the lesson
- Important points to note...
 - Create diverse learning communities
 - Enable community independence through loose constraints to finish the project
 - Ensure interaction and communication—not just consumption
 - Each community in the network must participate

Support Change

- Support change at the institutional level
- Provide long-term program that includes...
 - Peer-to-peer training
 - Encourage successful techniques
 - Instructor support through mentors, forums or other support systems
- Put Learning First

Improve the Network

- Optimize the infrastructure
- Have a help desk for users
- Have human support for instructors!

Summary

- Upcoming learners are more wired, media- and net-savvy than ever, beyond the current undergraduates currently in our classrooms or entering the workforce
- Gen M is accustomed to being a part of virtual social network, they actively contribute content to their online communities.

Q&A

Dan Bartell
Pearson Higher Education

Resources

- The ECAR Study of Undergraduate Students and Information Technology, 2007. *EDUCAUSE, Volume 6 (2007)*, pages 1-122.
- Generation M: Media in the Lives of 8-18 Year-Olds. *The Kaiser Family Foundation Study*, March 2005.
- Learning networks in practice. *Emerging Technologies for Learning, BECTA Volume 2 (2007)*.
- Dennis A. Trinkle. (2005). The 361° Model for Transforming Teaching and Learning with Technology. *EDUCAUSE Quarterly, Number (4)*, pages 18-25.
- George Lorenzo. (2006). How Choice, Co-Creation, and Culture Are Changing What Means to Be Net Savvy. *Educause Learning Initiative, (October 2006)*, pages 2-12.
- Jamie Efaw. (2005). No Teacher Left Behind: How to Teach with Technology. *EDUCAUSE Quarterly, Number (4)*, pages 26-32.
- Joseph Rene Corbeil and Maria Elena Valdes-Corbeil, (2007), Are You Ready for Mobile Learning?, *EDUCAUSE Quarterly, Number (2)*, pages 51-58.
- Stephen J. Elliott and Eric P. Kukula. (2007). The Challenges Associated with Laboratory-Based Distance Education. *EDUCAUSE Quarterly, Number (1)*, pages 37-42.
- Steven W. Simpson. (2006). Can Generation M Learn Its ABCs?. *THE Journal, (March 2006)*.

Resources

<http://www.youtube.com/watch?v=dGCJ46vyR9o>

- A short video summarizing some of the most important characteristics of students today - how they learn, what they need to learn, their goals, hopes, dreams, what their lives will be like, and what kinds of changes they will experience in their lifetime. Created by Michael Wesch in collaboration with 200 students at Kansas State University.

Reaching Out with Technology

Embrace new Web-related technologies to engage your audience

Blogs. Podcasts. Google : Video. YouTube. Wikis.

Here's a glimpse of how the Pearson businesses are embracing the new Web-related technologies to engage our customers and showcase our products.

For instance, Pearson Higher Education is reaching out to college students with direct access to free math video study tools, making content available at www.video.google.com from bestselling author Elayn Martin-Gay.



Pearson Education France tells us it has taken the "virtual" plunge, opening a space in the popular Internet world SecondLife to coincide with the publication of the French edition of the *Official Guide to Second Life*. A video of the event can be seen on the Amazon.fr page of the *Guide Officiel de Second Life*. C'est fantastique. (<http://skurl.com/about.php>)



Scott Foresman Science is highlighted in a YouTube video taped at Antioch, California's Jack London Elementary School. The video features Dr. Michael Klentschy, consulting Scott Foresman Science author and superintendent of the El Centro School District, sharing his success story with other teachers. (www.youtube.com/watch?v=Z96whXyew0)



In yet another twist, Addison-Wesley Germany published two live blogs recently during the third Adobe Live! event in Cologne. A camera team for the blogs also roamed the conference floor, capturing and transmitting reports and interviews as they happened.



The new OnPodcast (www.onpodcastweekly.com) Network, from Pearson Education's InformIT, showcases weekly conversations with the world's leading technologists. The Network's first two channels, *OnSecurity* and *OnSoftware*, are now available through the site and through iTunes. Forthcoming in 2007: *OnMicrosoft*, *OnNetworking*, *OnOpenSource*, and *OnTechLife*.



In some cases, the effectiveness and popularity of Pearson products has led students themselves to create their own video presentations. One example: students from Haverford, PA interviewed a teacher who takes viewers through the workings of their soon-to-be-introduced PowerSchool student management system (www.youtube.com/watch?v=UYXbovypOGQ).



The Family Education Network is currently offering its own "Diary of a Teacher" blog and podcast, following a middle school teacher's experiences and challenges teaching Prentice Hall's *Connected Math* (<http://blog.teachervision.fen.com/>).



And in the wiki world, *We Are Smarter Than Me* from Wharton School Publishing, the first community-driven book on business best practices is being written right now at www.wearesmarter.org and will be published next month.



Pearson Technology Group has launched its very own Wiki, or collaborative Website. A place for employees to share ideas and resources, it includes an in-depth guide to podcasts, an internal blog, PR/marketing Resources, and a Meeting planner.

