

# Learning Intention

To stimulate your thinking and challenge your understanding of how best to teach the Digital Generation.

# Success Criteria

That today's presentation has posed more questions for you to answer and that you have posted some of those questions, thoughts and ideas to our Wallwisher page. <http://wallwisher.com/wall/shift-happens>

# Shift

# Happens



Change is inevitable

**What ?**



**So What !!**



**Now What ???**



# What

- Shift is Happening ?
- Do we know ?
- Don't we know ?
- Do we need to find out ?
- Direction should we be going?

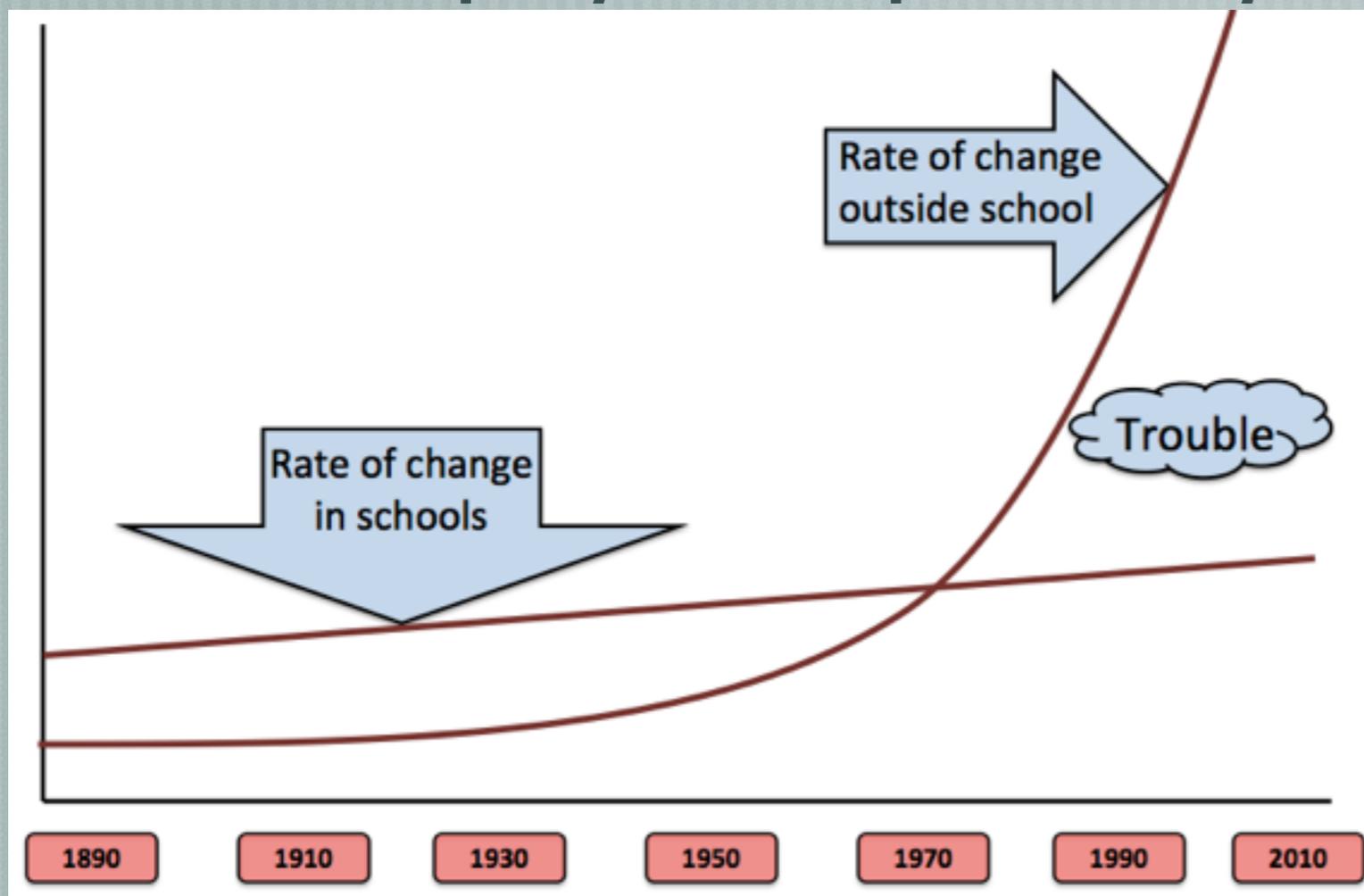
We don't know, what we don't know!! Do we??

# Understanding the Digital Generation

## Rate of Change

**Past** - Incremental and Gradual

**Now** - Rapidly and Exponentially



# Understanding the Digital Generation

Who are we teaching?

Not the students our schools were designed for.

Not the students our teachers were trained to teach.



# Understanding the Digital Generation

## Digital Bombardment - What is it?

Constant exposure to electronic media.

Digital experiences are re-wiring and re-shaping our student's cognitive processes.

They inflict intense and frequent experiences on the brain.



# Understanding the Digital Generation

## Digital Bombardment

-  Has a particularly strong effect on the visual cortex in the back of the brain.
-  Test conducted by the University of Rochester have shown that people can remember the content of over 2,500 pictures with 90% accuracy after several days exposure, even though they see each picture for only 10sec. Recall rates after 1 year remain at about 63%.
-  The same research shows that when information is presented orally, after 72 hours people only remember about 10%.
-  The brain processes images 60,000 times faster than it does text.

# Understanding the Digital Generation

## Learning Styles

-  Digital learners prefer receiving information quickly from multiple multimedia sources. **Many educators prefer slow and controlled release from limited sources.**
-  Digital learners prefer parallel processing and multitasking. **Mostly teachers still focus on processing one thing at a time.**
-  Digital learners prefer processing images, sound, colour and video before text. **Many educators prefer text first.**
-  Digital learners prefer random access to hyperlinked multimedia information. **Teachers prefer to provide information linearly, logically and sequentially.**

# Understanding the Digital Generation

## Learning Styles

-  Digital learners prefer to network simultaneously with others. **Many educators prefer students to work independently.**
-  Digital learners prefer learning “just in time”. **Most educators prefer teaching “just in case”.**
-  Digital learners prefer instant gratification with immediate and deferred rewards. **Educators prefer deferred gratification and delayed rewards.**
-  Digital learners prefer learning that is relevant, active, instantly useful and fun. **Educators prefer teaching memorization in preparation for standardised tests.**

# Understanding the Digital Generation

**D**igital **F**irst **L**anguage



**D**igital **S**econd **L**anguage



**V's**

# So what!!!

What does this mean?

Do you mean me?

What can **I** do about it?

What can **we** do about it?

How do **we** do this?

What help do **we** need?



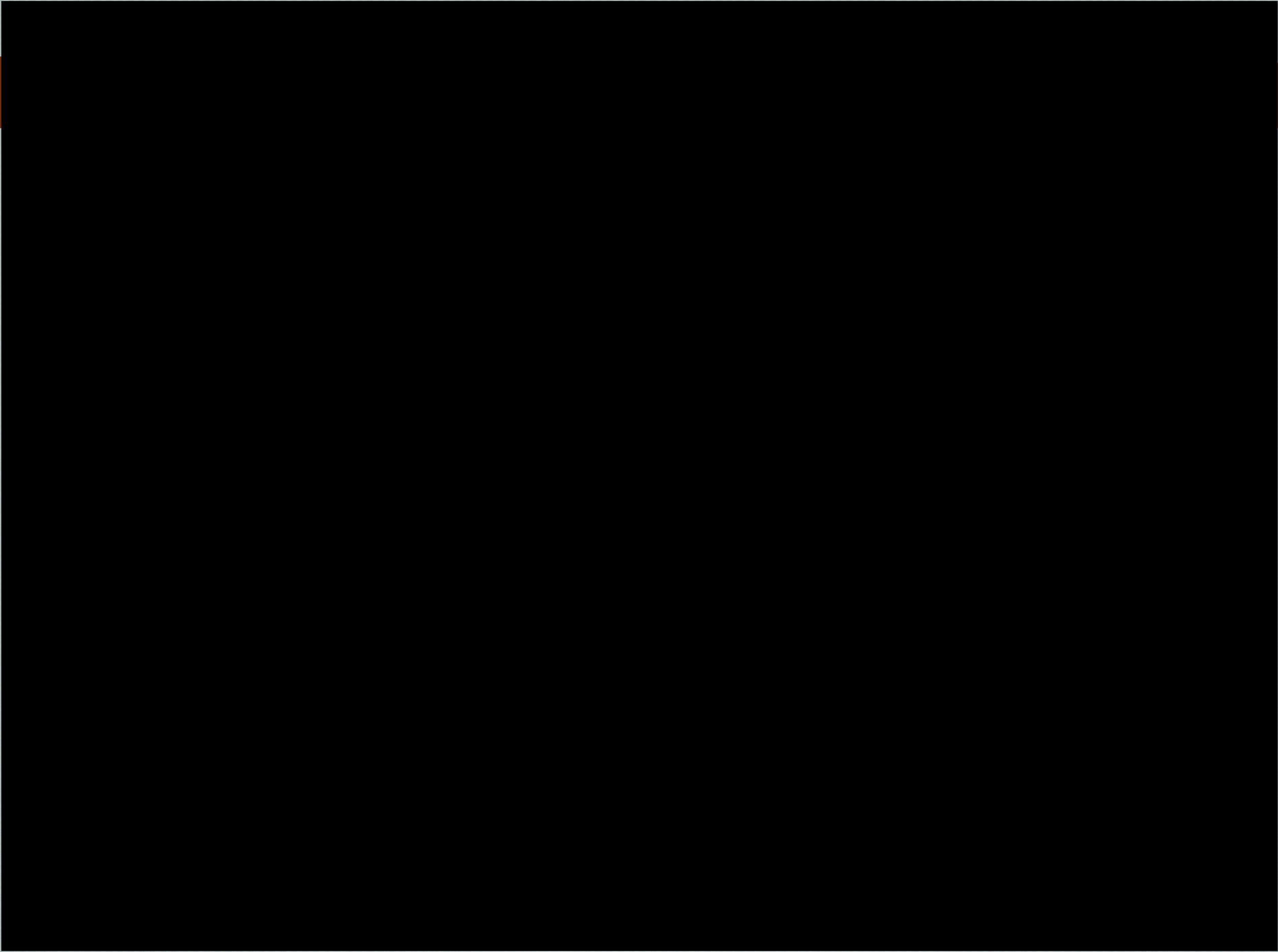
# A New Mindset

Technology doesn't teach - **Teachers Teach**

We don't need to do it better

**We need to do it differently**

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“

IN TIMES OF CHANGE, **LEARNERS  
INHERIT THE EARTH**, WHILE THE  
LEARNED FIND THEMSELVES  
BEAUTIFULLY EQUIPPED TO  
DEAL WITH A **WORLD THAT NO  
LONGER EXISTS.**

*Eric Hoffer, Philosopher*

”

# Now What???



***“The best learning occurs when the roles of the teacher and learner freely interchange as the need arises.”***

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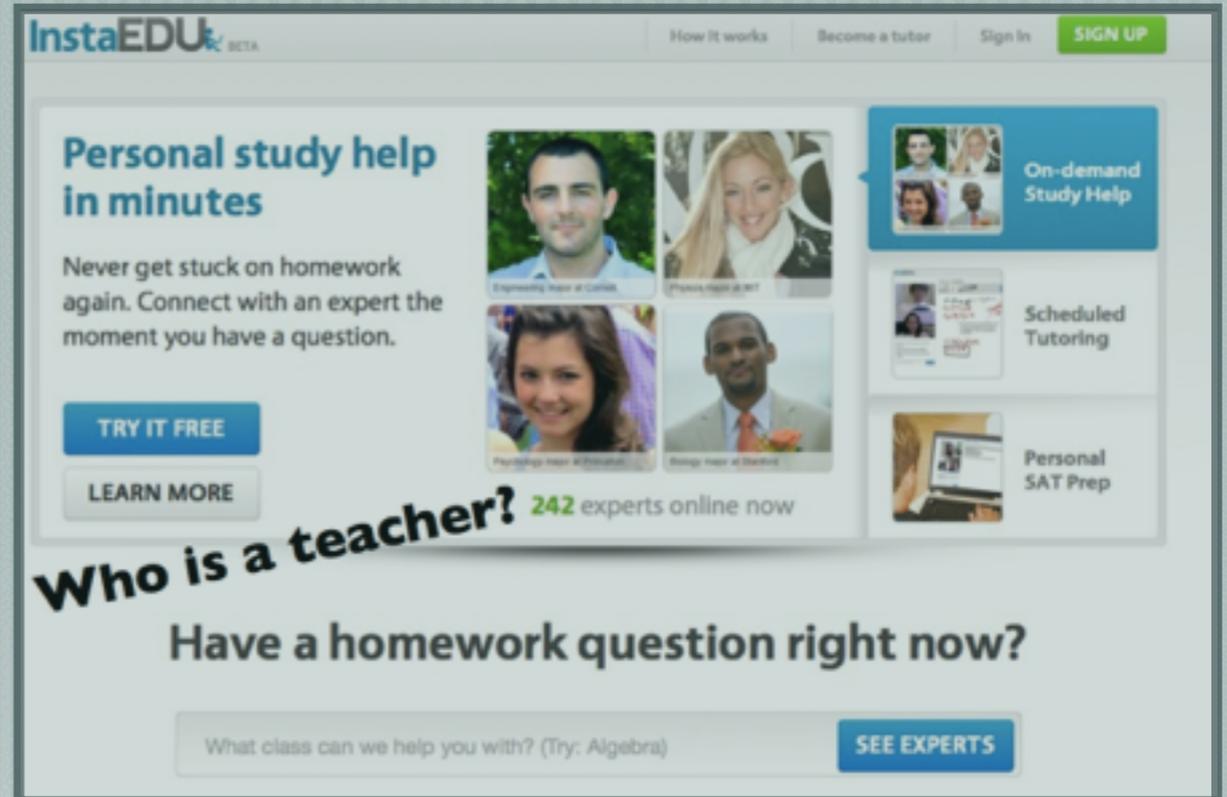
**Have a homework question right now?**

What class can we help you with? (Try: Algebra) [SEE EXPERTS](#)

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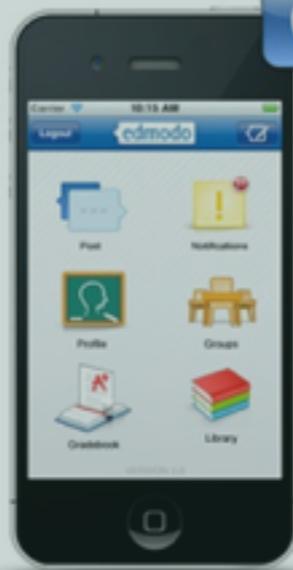
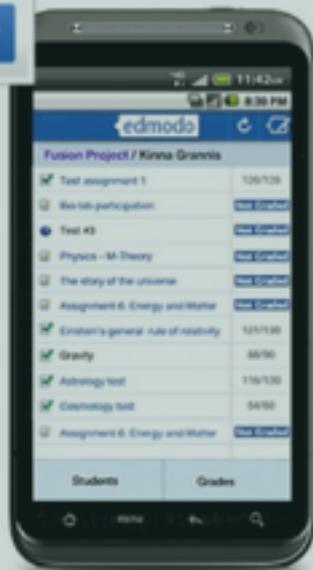
Edmodo Mobile

Learn everywhere and stay connected with your classroom.



**What's a classroom?**

iPhone



Mobile access also available at <http://m.edmodo.com>

**It's not just about the technology. It's about the learning.**

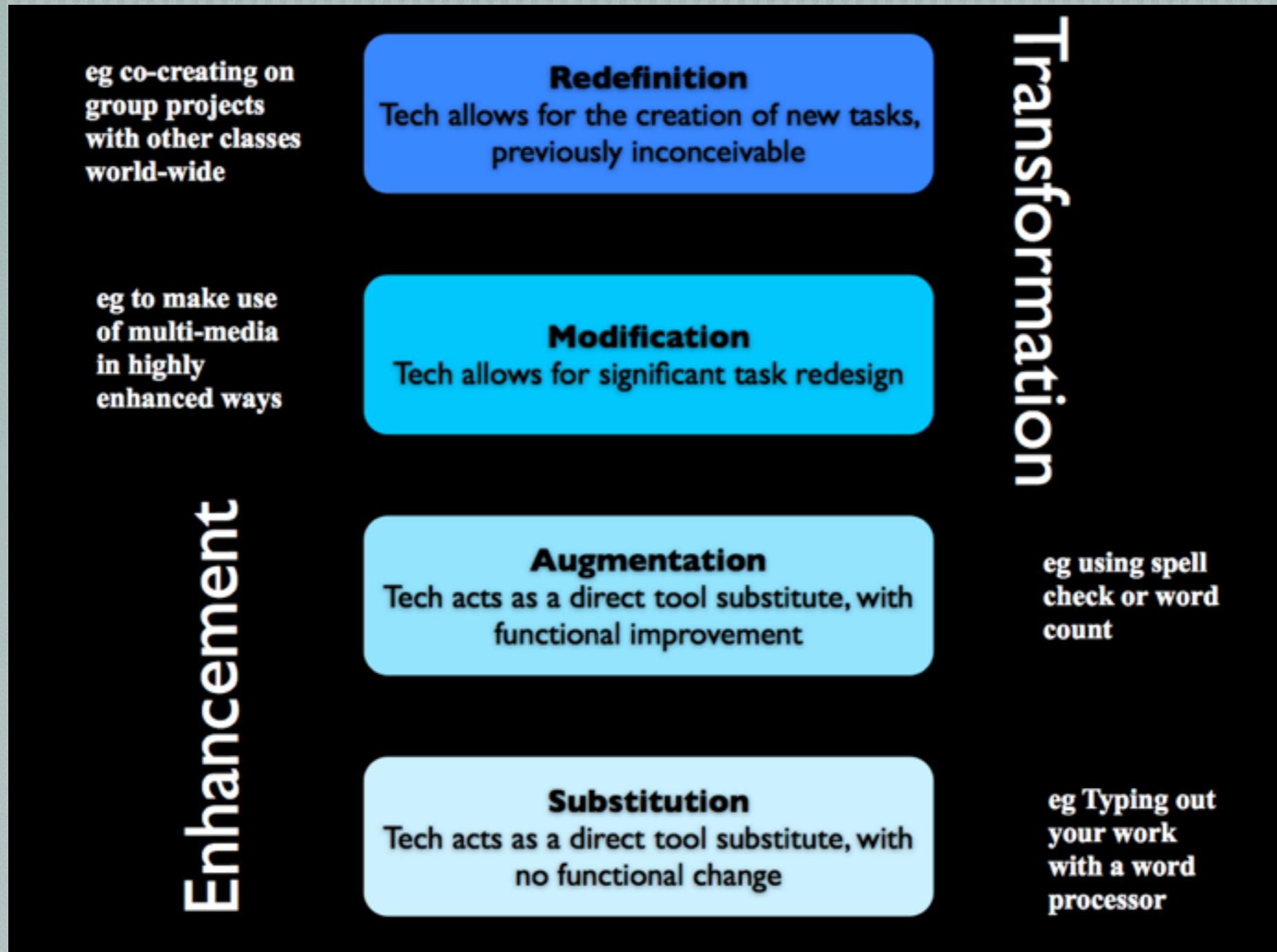
**Technology doesn't necessarily improve learning. It's what you do with it that counts.**

What happens to  
the Steve Jobs' in  
your school?



HERE'S TO THE  
**CRAZY ONES**  
*the MISFITS the REBELS*  
THE TROUBLEMAKERS  
THE ROUND SQUARE  
PEGS HOLES  
THE ONES WHO SEE THINGS  
DIFFERENTLY  
*They're not fond of*  
**RULES**  
AND THEY HAVE NO RESPECT FOR THE  
**STATUS QUO**  
*YOU CAN*  
QUOTE THEM DISAGREE WITH THEM GLORIFY OR VILIFY THEM  
ABOUT THE ONLY THING YOU CAN'T DO IS  
**IGNORE THEM**  
BECAUSE THEY CHANGE THINGS  
THEY PUSH THE HUMAN RACE **FORWARD**  
AND WHILE SOME MAY SEE THEM AS THE CRAZY ONES **WE SEE GENIUS**  
*Because the people who are*  
**CRAZY ENOUGH**  
TO THINK THEY CAN CHANGE THE WORLD  
**WHO DO**  
*ARE THE ONES*

# How do we use technology?





# How do we use technology?



Transformative Uses of Technology  
Students and teachers creating innovative learning tasks that would be impossible without technology.

The focus is on developing skills in **collaboration, creativity, critical thinking, communication, problem solving** and use of electronic information.

Mix dangerous chemicals.



Mess with the controls of a nuclear power plant.

Dissect an animal virtually.

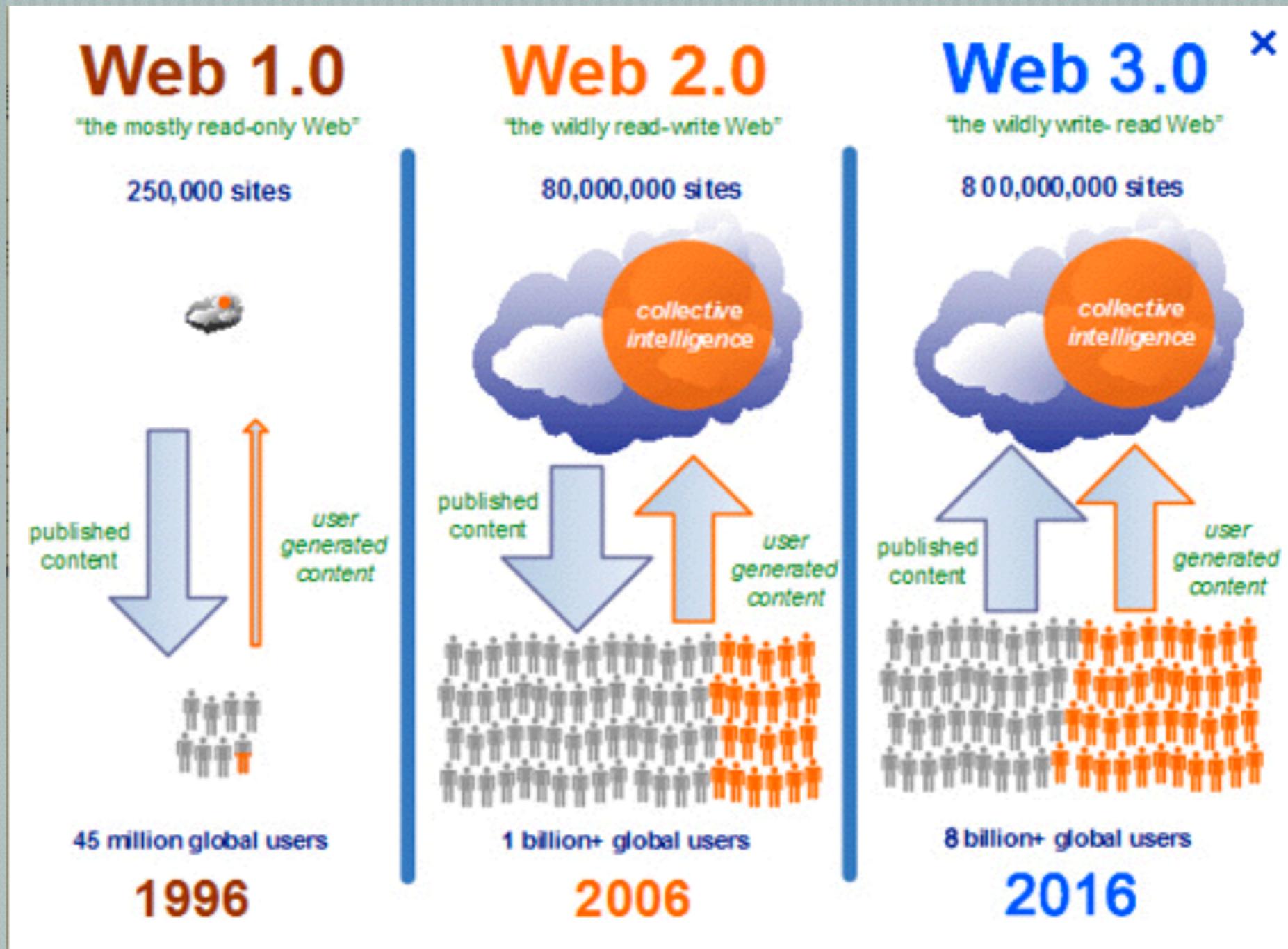


# How do we use technology?

## Bloom's Digital Taxonomy



# How do we use technology?



# How do we use technology?

Collaborate



Share



Network



Solve



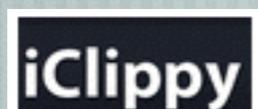
Research



Co-create



Communicate



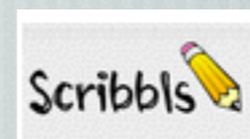
Organise



Display



Understand



**Change is Inevitable. Improvement is Essential.  
Survival is Optional.**

## **Be The Change**

**Mahatma Gandhi once said,**

**“You must be the change you wish to see in the world.”**

**Those who believe this is easier said than done are absolutely right.**

A planned turnaround of an existing paradigm, be it in our personal or professional lives, doesn't happen overnight or by some form of osmosis.

**We are constantly thinking of reasons why we shouldn't, can't, or won't change.**

Change is hard, but change is inevitable—and it's essential to our very survival.

**Change is Inevitable.      Improvement is Essential.  
Survival is Optional.**

**The greatest movement starts with a single individual.  
It starts here, and it starts now.  
It starts with me, and it starts with you.**

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