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## Adapting Your Teaching to Accommodate the Net Generation of Learners

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[Amy J. Barton, PhD, RN](#)

### Abstract

Educators are faced with the challenge of adapting their teaching to accommodate a new generation of learners. The Net Generation are now entering colleges and universities, have learning experiences different from past students. This article assists educators in the Net Generation by highlighting the characteristics of the Net Generation and provides examples of how to adapt teaching strategies to accommodate the Net Generation in light of their preferences for digital literacy, experiential learning, and immediacy.

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**Key words:** learning strategies, Net Generation, teaching strategies

Compounding current issues and challenges are the demand for a population of learners converging upon higher educational institutions.

Higher education is at a crossroads, faced with many new demands and limited funding from both state and federal sources. There are increasing demands from a variety of constituencies both inside and outside of the academy. The revisions which will graduate learners with the necessary skills to meet these demands. There are mandates to meet requirements for an appropriate information

including network security and disaster recovery. The challenges of a potential for faculty shortages. Compounding current issues and challenges and unique population of learners converging upon higher education

A common way to classify the population into age groups is based on their birth year. Oblinger and Oblinger (2005) developed a classification system for generations as Matures (1900-1946), Boomers (1946-1964), Generation X (1964-1981), and Generation Y/Millennials (1982-1991). This classification demonstrates differences among classifications. Howe and Strauss (2000) classified the generations as Gen-X (1961-1981) and Millennials (1982-present). In most instances, the student population crosses all generations with the Millennial Generation, being distinctly different in their characteristics and learning styles.

The impact of the Net Generation is particularly intense as we consider the use of information technologies in higher education. Information technologies on a college campus, it is hard for faculty not to embrace them in the instructional process. Colleges and universities must cope with the growing demand to provide infrastructure for learner's personal technologies, such as wireless laptops, PDAs, and cell phones. Oblinger and Oblinger (2005), "Whether the Net Generation is purely digital or whether it is associated with technology use, there are a number of implications for higher education. Most stem from the dichotomy between a NetGen mind and administrators" (p.2.10). With this caveat in mind, what are the characteristics of the Net Generation?

Prensky (2001) used the distinction of the digital natives and the digital immigrants to describe students in the past from the traditional-age college students of today. Digital immigrants, who grew up in an analogue world, view technology as a tool. For digital natives, "when asked what technology they use, they give a blank stare as they do not think in terms of technology they think in terms of what it enables" (Oblinger & Oblinger, 2005, p 2.10). A perfect example to distinguish between digital immigrants and digital natives is how people find information about a restaurant, where to buy a particular book, or how a bookstore carries a particular book. The digital immigrant reaches for the information in a directory, while a digital native "googles" the information on the Internet. As digital immigrants and administrators are still working to adapt to this new language and new ways of communicating, teaching, learning, and socializing.

The purpose of this article is to describe the characteristics of the student population and their impact on higher education as it relates to shifting the teaching-learning paradigm. The remainder of the article will focus on members of the Net Generation and how they are impacting literacy, experiential learning, interactivity, and immediacy. For each characteristic, examples of how faculty can adapt their current teaching strategies to meet the needs of the Net Generation.

### The Net Generation Learners

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...faculty are realizing that traditional classroom teaching is not effective with these students.

The Net Generation or Millennials, born in the 1980s, have unique characteristics that distinguish these students from other generations. These unique characteristics are challenging the traditional classroom teaching structure, and faculty are realizing that traditional teaching methods are not effective with these students. As Prensky (2001) stated, "Our students

Today's students are no longer the people of our educational system

Several authors ([Brown, 2000](#); [Frans, 2000](#); [Howe & Strauss, 2000](#); [Mer Tapscott, 1998](#)) have written on the characteristics of the Net Generation member as an assertive, self-reliant, curious person in an interactive culture that centers around 10 broad themes. These themes are:

- **Fierce independence:** Their sense of autonomy derives from their status as an active information seeker and creator of information and knowledge.
- **Emotional and intellectual openness:** The N-Generators value a supportive environment, like anonymity, and communicate through networks.
- **Inclusion:** They view the world in a global context and move beyond national diversity.
- **Free expression and strong views:** With access to knowledge, the N-Generators are assertive and confident.
- **Innovation:** This group is constantly trying to push the technology out how to create a better world.
- **Preoccupation with maturity:** Armed with knowledge, they challenge their predecessors.
- **Investigations:** Curiosity, discovery, and exploration are key to their learning.
- **Immediacy:** This generation views the world as 24/7 and constantly processing.
- **Sensitivity to corporate interest:** Consumer savvy, these students want to have options and to try before they buy.
- **Authentication and trust:** Net savvy individuals, they know how to find resources and authenticate people.

Howe and Strauss ([2000](#)) described additional characteristics such as their use of technologies, their need for group activity, their emphasis on extracurricular activities, and their focus on grades. Millennials think being smart is cool. They are close to their parents and are part of an ethnically and racially diverse group of students in academia.

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The traditional teaching paradigm...focused on the role of the instructor as the "sage on the stage" who disseminated knowledge...

Given these characteristics, it is obvious that this generation demands a shift from the traditional teaching paradigm, prevalent in higher education for many years, to a learner-centered model of education with a shift from the traditional instructor as the "sage on the stage" who disseminated knowledge through slides. Brown ([2000](#)) refers to it as the authoritarian, lecture-based model of teaching emphasized the acquisition of facts or, as Oblinger ([2005](#)) notes, Faculty from previous generations were text-based; focused on logical reasoning and emphasized memorization, repetition, and recall; believed "one size fits all" and viewed the instructor as master and commander ([Brown, 2005](#)). As you will see in the next section, the Net Generation demands a learner-centered model of education with a shift from the traditional instructor-centered model to a constructivist learning paradigm ([Brown, 2005](#)). Net Generation learners are active in constructing knowledge using discovery methods, and active engagement in rich learning; and view the teacher as expert and mentor ([Brown, 2005](#)).

## Net Generation Characteristics and Teaching Adaptation Examples

Net Generation characteristics include digital literacy, experiential and interactivity and collaboration, and immediacy and connectivity. To illustrate the paradigm shift described above to these new ways of knowing, the following are the major characteristics of the Net Generation related to these characteristics. Teachers might adapt their teaching to accommodate the learning needs of the

### Digital Literacy

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It is important to remember that the Net Generation seeks immediate information and knowledge not by finding it in a textbook, but by connecting to the Internet.

The Net Generation grew up and is comfortable in a digital world. Active learning, which enables them to do is more important than the particular technology (e.g., Web 2.0). As part of this digital literacy, Net geners are both information and multi-taskers. They have the ability to read visual images and have visual spatial skills. Oblinger and Oblinger stated, "They are more comfortable in image-rich environments than text." This is best illustrated in the situation described by Oblinger (2000). A student in a lecture realizes that he does not understand the teacher's lecture. He searches for slides that provide no new insights. This student, using his wireless laptop, searches the class via text messaging and IM (instant messaging) and discovers the teacher's lecture. To solve this problem, the student googles the concept, finds a video that better explains the concept, and immediately transmits this URL to other students. Remember that the Net Generation seeks immediate information and knowledge not by finding it in a textbook, but by connecting to the Internet.

### Digital Literacy Examples

In order to teach Net geners effectively, wired classrooms are a must. In a traditional lecture format, it is important to take advantage of their multi-tasking ability by providing relevant web links so that students can explore relevant resource content. It is especially important to direct students to discipline-specific resources such as MEDLINE, or Web of Science rather than relying solely on Internet search engines.

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One may also want to consider having a blended course with some face-to-face time and some web-based interactions...

In nursing education, it is particularly important for students to learn to use devices such as PDAs, to facilitate evidence retrieval at the point of care. Incorporating technology to facilitate the nurse's role as a knowledge worker will not only engage students but will transform the nursing profession as well.

To meet the needs of students, think about developing a web page for your course. Each component can contain class materials, notes, slides, a web bibliography, and multimedia. This is not only important to the net geners but also to non-net geners who appreciate the flexibility of finding class materials while perhaps living in a remote area. Consider having a blended course with some face-to-face time and some

this is particularly relevant for the nontraditional student. What is important is that the learning component needs to be interactive and engaging not just a static web page.

The Net Generation lives in a mobile world which facilitates their multitasking. They can download and podcasting some important lectures so that students can listen to them on their MP3 devices. For more information about podcasting, see articles by S.

### **Experiential and Engaging**

Net learners want to construct their knowledge. They have a bias toward experiential learning. Oblinger and Oblinger (2005) described it, they are first person learners who actively engage in the process. Discovery learning (Brown, 2000) builds upon their natural independence and investigative nature (Tapscott, 1998). Net Generation learners want to view and incorporate their experiences into their learning (Tapscott, 1998). They prefer isolation and they learn by doing. According to Frand (2000), this is the key to winning Nintendo is the persistent trial and error to discover the solution. Frand referred to the Net Generation as digital bricoleurs. He noted that this generation uses information, objects, or tools to create something new. Visualizations, simulations, and other methods of participatory learning such as fieldwork are all part of the Net Generation's learning process.

### ***Experiential and Engaging Examples***

The use of simulation technologies will help engage learners in a process that they desire with the feedback they need in real-time situations. Through various scenarios, faculty can direct learning in a way that facilitates student learning that occur in patient care. This may help prepare Net Generation students for the work force as new nurses by nature "tend not to focus on individual client care and are often unaware of relevant cues in changing client situations" (Ferguson & D.

Blogging is another method that allows students to interact and become active learners. In short, a blog is a web-log which allows students to contribute to and control their own learning. Learners can research their information and provide their reflections on a blog (Skiba, 2005).

Another example is that of an interactive, engaging web environment where students interact with the instructor, other learners, or with the content. One example of this is the use of a dynamic web page, such as the National Learning Center's "Living Book."™ As learners work their way through the chapters of the book, they are directed to web sites to find information and respond to questions. In this book, we have directed learners a chapter in this book to learn about the Net Generation. To view this chapter, go to [www.electronicvision.com/nln](http://www.electronicvision.com/nln).

### **Interactivity and Collaboration**

...the Net Generation prefers to work in teams and participate in collaborative learning.

Learning is a social activity (Tapscott, 1998), and as such should be experiential. Interactivity can occur with students, faculty, other professionals such as nurses, or with the content itself. Millennials gravitate toward group work (Howe & Strauss, 2000) and they learn best when they construct their knowledge (Brown, 2000; Oblinger & Oblinger, 2005). "The TTT (talk, text, test) approach" (Oblinger & Oblinger, p. 2.13) is not the best for the Net Generation. TTT represents the traditional teaching paradigm of lecture, text, and giving a test to insure they have recall and acquisition of fact.

prefers to work in teams and participate in peer interactions. According to Oblinger and Oblinger (2005), the Net generation is more social and inclined to participate in learning activities through social interactions. Social interactions reinforce their use of IM, blogging, and social networking. As Oblinger and Oblinger point out, interaction is a key element of learning. In an online teaching environment that does not provide opportunities for interactions, the Net generation is at a disadvantage.

### *Interactivity and Collaboration Examples*

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...the use of Clickers or interactive response devices is another example of interaction within a lecture hall environment.

The interactivity and collaboration desires of the Net generation allow for the development of new teaching strategies in the area of collaborative learning. While previously, many educators rallied against the concept of "group work," Net generation learners embrace collaborative learning in both face-to-face and virtual venues. Think about the incorporation of chat rooms and virtual learning centers that allow students to share a common workspace with their peers. Examples include white boards and document sharing. For example, at the University of Illinois at Urbana-Champaign (UISUC Collaboratory), informatics specialty students interact with each other through a web-based Collaboratory that allows collaborative workspace. Learners can co-edit documents, use chat rooms, audio, or video conferencing (Skiba, Barton, Howard, Field, & Kohn, 2005). In the Collaboratory, students can designate space to work with each other. They can schedule synchronous meetings over the Internet. The collaboratory encourages interaction and sharing while requiring learners to be active participants in the learning process.

In the classroom, the use of Clickers or interactive response devices is another example of interaction within a lecture hall environment. The faculty member can enhance learning experiences by asking learners to use these devices to select responses while interacting with the content. Responses are then automatically displayed to the class.

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For Net generation learners, the notion of collaboratively constructing knowledge within a community is very appealing.

Once responses are displayed, faculty can ask learners to talk with each other about their particular response. Then the class can select responses again and they are displayed. Use of these devices engages the students in the content, encourages interaction with colleagues, and takes advantage of teachable moments in the classroom.

Another example of interactive and collaborative learning is the increased use of wikis by the Net Generation learners. According to Wikipedia (March 15, 2005), "A wiki is a website that allows users to add content, as on an Internet forum, but also allows anyone to edit the content." Wikis are collaborative software used to create such a website." According to Skiba (2005), defining characteristics of a wiki are: social software that allows the ability to edit a document with relative ease; a simplified hypertext markup language; an open editing philosophy in which the community can edit and add to the content. For Net generation learners, the notion of collaboratively constructing knowledge within a community is very appealing.



...the Net Generation has little tolerance of delays.

As Frand puts it, the Net Generation has little tolerance of delays. They expect instant access and instant responses. Email is "so yesterday" (a message) or text message someone immediately. Net geners are multi-taskers, used to being bombarded by multiple processes at twitch speed (Prensky, 2001) who are always connected (Rheingold, 2003). Their connectivity via cell phones and laptops fosters fast and quick communication. They use short hand and acronyms and hieroglyphics to the digital immigrant population. As a part of their new generation, they have an emotional and intellectual openness as well as a respect for diversity and individuality (Prensky, 1998).

### *Immediacy, Connectivity and Communication Examples*

The immediacy expectations of the Net geners are a challenge to digital communication. Email is used regularly for communication, responses don't fit with their time frames. It is important for faculty members to communicate with students when they can expect to receive feedback. Basically there are three different ways that a faculty member and learners can use:

- One-on-one (email, IM)
- One-to-many (news groups, message boards)
- Many-to-many (chat rooms, wikis, and webcasts)

It is important for faculty members to communicate with students when they can expect to receive feedback.

Try using IM during your office hours. Make sure to tell learners when you are not available. Email does not work 24/7. In our program, we also set up video conferences.

The need for connectivity and communication can be exploited to reform the traditional classroom. For example, at our institution, clinical placement scheduling for clinical courses. It is conducted via a web-interface two months prior to the start of the semester. Students indicate their preferences by rank ordering the clinical site and shift selection. A computer generator is used to sort students and fill site rosters based on student preferences. Students have their clinical schedule more than a month in advance and are able to adjust their responsibilities as needed.

### **Summary**

There is no question that this new generation of students is challenging the traditional paradigm in higher education. In order to accommodate the Net Generation, it is important to devise learning activities that align with their learning styles. It is important to remember that one should start with the content to be mastered and then determine what technologies might enable the activity. To begin this process, ask your administrators the following questions drawn from Carlson, 2005:

[Skiba, 2005](#); and [Sweeney, 2005](#):

1. Do you know your students and their preferences?
2. Once you know their preferences, how will you adapt or accommodate?
3. What balance between the physical (classroom) and virtual for your student population?
4. Are there renovations to your physical space that need to be made?
5. What is the balance between faculty and student perspectives?
6. How do you engage your learners and what are the best methods for your teaching?

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...one should start with the content to be mastered and then find technologies that might enable the activity.

There is no doubt that the Net Generation has arrived in our higher education. Faculty must understand these learners, their expectations, and their learning styles. It is up to faculty to adapt their teaching and consider numerous strategies to accommodate these learners. The take home message is to know thy learners and be open to adapting thy teaching to these learners. As Oblinger ([2005](#)) states, "Learning is advanced when the user has a deep understanding of the diverse needs, expectations and values of all of the users and the IT capabilities" (p. 69).

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