



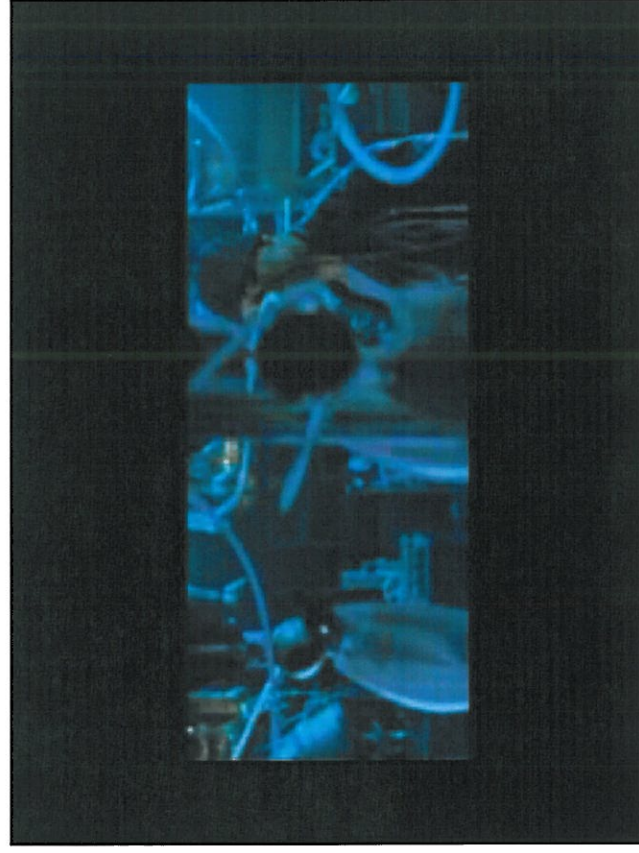
University of North Carolina Wilmington
Information Technology Systems Division

UNCW Foundation Board Meeting
April 22, 2005

The Net Generation and the Teaching and Learning Process

Dr. Robert E. Tyndall
Vice Chancellor for Information Technology
Systems Division
and Associate Provost

I. Technology and the Machine:



*“...man seeks to extend
himself through
technology.”*

*“...the machine is the child
that technique bore.”*

◆ Jacques Ellul



I. Technology as a Social Force

- **Technologies are a social force driving institutional and personal changes**
- **Emerging technologies have always challenged the social order from the discovery of fire to the invention of the wheel, to the light bulb, to the Internet.**
- **◆ The rapidity of change will force increased ambivalence between embracing the future and longing for the past.**



I. Cross-Cutting Contradictions

QUANTITY

SPEED

MASS MARKET

PARTS

INFORMATION OVERLOAD

INSTITUTIONS

Statement/response
conversation

FIXED REFERENCE GROUPS

QUALITY

PRECISION

INTIMACY

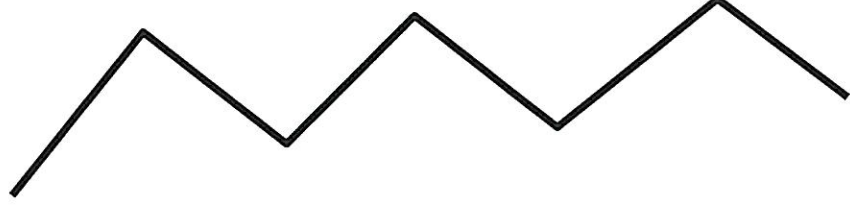
WHOLE

KNOWLEDGE MANAGEMENT

LEARNING

CASCADING CONVERSATION

◆ CHAIN-REACTION
ASSOCIATIONS



II. Today's learners

- Digitally literate
- Mobile
- Knowledge arrogant
- Always on
- Experimental
- Community Oriented



◆ --Chuck Dziuban



Among Teenagers, ages 15 to 18:

- 94% report using the Internet for school research
- 91% see the Internet as a primary communication tool
- 81% say the Internet has improved their relationship with faculty
- 78% say they learn more—and better—via the Internet (not necessarily associated with school work)
- 74% use the Internet more than the library

(Mark Linskey, MIT)



**By age 21, the entering freshman for
2005 will have spent:**

- 10,000 hours on video games
- 20,000 hours on e-mail
- 30,000 hours watching TV/viewing tapes
- 15,000 hours on cell phones

(Mark Linskey, MIT)



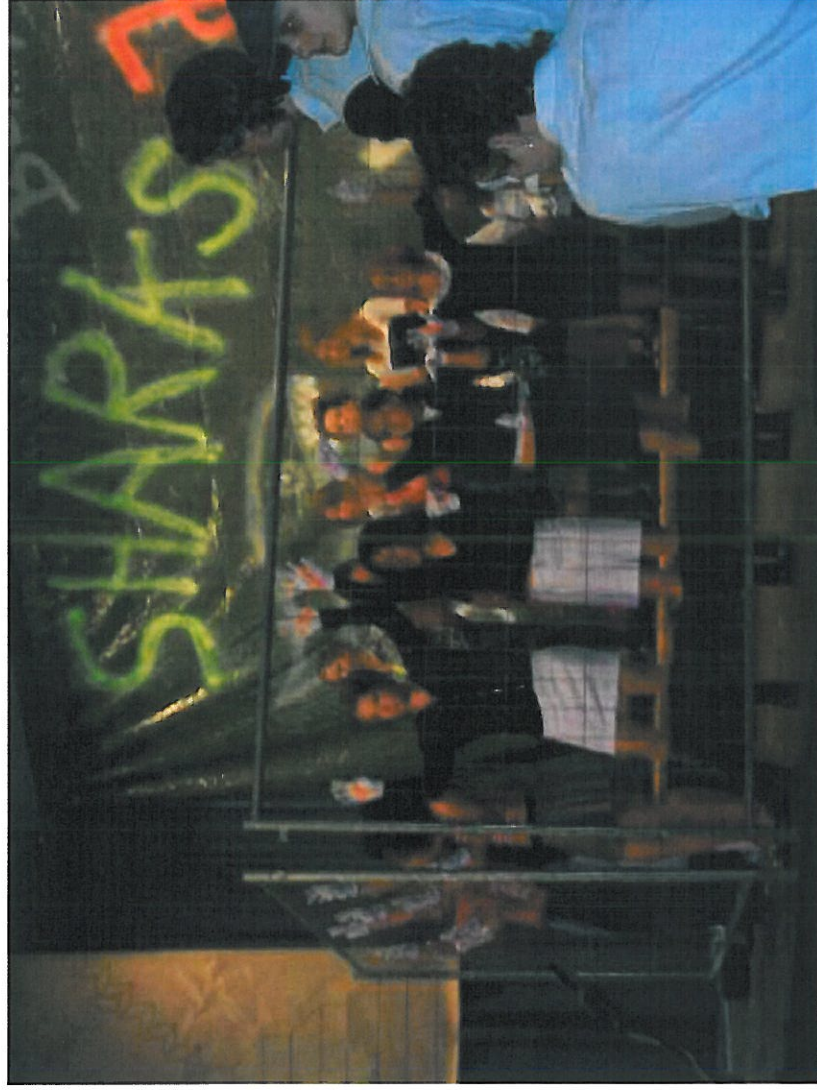
II. Among other differences are:

- **Their ability to read visual images**—they are intuitive visual communicators
- **Their highly developed visual spatial skills**—perhaps because of their expertise with games they can integrate the virtual and physical
- **Their comfort with inductive discovery**—they learn better through discovery than by being told
- **Their attention deployment**—they are able to shift their attention rapidly from one task to another and may choose not to pay attention to things that don't interest them
- **Their fast response time**—they are able to respond quickly and expect rapid responses in return
- **Their sense of audience**—they live in a world of watching and being watched.

◆(Net Generation Intro 2.4-2.5)



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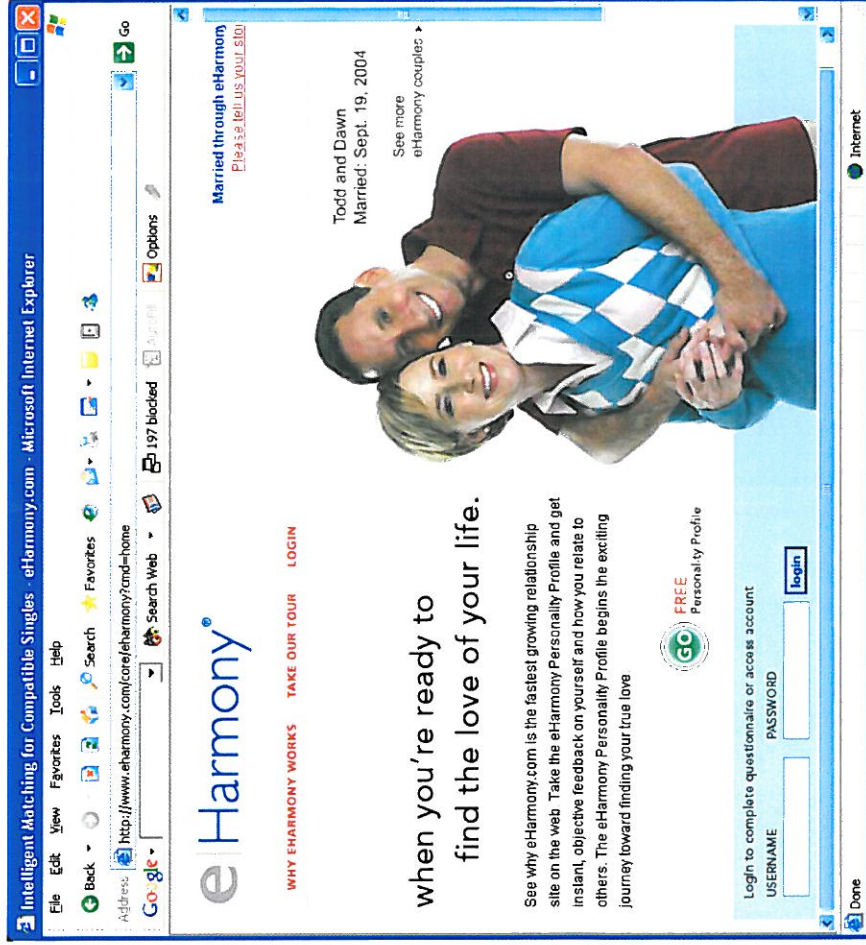
**“Life in
the e-hood.”**

◆ --Chuck Dziubon





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“Young people who see the computer as evocative objects, that can serve as extensions of physical presence.”

◆ --Vicki Suter





II. Technology and Behavior

The technologies available as a generation matures **influence their behaviors, attitudes and expectations**. People internalize the technologies that shape information access and use as well as the ways they communicate.

♦(Net Generation Intro 6.2)



Carole Barone of EDUCAUSE asserts that a new academy must form if higher education is **to remain relevant and responsive** in changing times. She describes the interplay of culture and technology along with new cultural values and a new style of leadership as some of the characteristics of the new academy.

◆(Net Generation Intro 1.4)



IV. Space Configuration Which Blends the Physical and Virtual

The New Classroom: is a free-floating array of information, ideas and experiences which can be pre-arranged, self-selected or a work in progress.

- Interactive lecture hall
- Handheld computers in class
- SR Systems
- iPods
- Threaded discussion groups
- Whiteboards
- Theme lounges
- Online portfolio locker
- Pervasive wireless networks
- Virtual team pods
- Learning commons
- Brokering pits
- Conversation pits





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IV. Space Configuration Which Blends the Physical and Virtual





IV. Social Software as Enabling Systems

SOCIAL SOFTWARE:

Social Software is a tool for enhancing the scope and depth of learning and collaborative capabilities.

- A medium for facilitating social connection and idea exchange
- An ecology for enabling a “system of people, practices, values and technologies in a particular environment”
- ♦ An immediate application for the association, evolution and collective action of groups

- name tags -



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**“The goal is an organization
that is making its future,
rather than defending its past.”**

◆ Valekangas, 2003