

# Educating the Net-Generation™ Online

**E**ducating the Net-Generation Online focuses on the technology, team approach, and social networking that today's student values and utilizes. By understanding the differences among teachers from the Baby Boomer, Generation X, and Net-Generation eras, participants will gain new, innovative methodologies and techniques designed to work in today's classroom. Among others, strategies include blogs or wikis, online video technology, and Web-enabled technology.

To the right are the key areas of focus for the eight-week online asynchronous course. For more information, refer to the syllabus, which provides a detailed outline of the course material as well as a bibliography of research on which the course is based.

## In this course, participants will

- ▶ Identify the key educational and cultural influences of the Net-Generation.
- ▶ Discuss why traditional educational approaches are not effective for the Net-Generation and how educators' approaches have to change.
- ▶ Apply change management techniques for adopting new methodologies and technologies for learning.
- ▶ Explain how technologies such as a handheld device, a blog, or a wiki can be used in the classroom to facilitate learning and develop learning activities for classroom use which incorporate these technologies.
- ▶ Compare and contrast a teacher-centric classroom versus a peer-centric classroom.
- ▶ Develop an experiential learning event using Web-enabled technology for students.
- ▶ Participate in collaborative content creation on a wiki.

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## Course Description

The Net-Generation uses learning styles that differ from those used by their Baby Boomer or Generation X teachers. The Net-Generation values technology, experiential learning, working in teams, and social networking. This course examines the learning styles, expectations, and technical acumen of the Net-Generation and explains their implications for classroom learning environments. During the course participants will learn the key differences between the generations and discover how to bridge those differences through sound instructional design techniques. Participants will also learn how to leverage the gadgets, games, and gizmos of these students to create pedagogy that meets Net-Generation needs and transfers knowledge from teacher to student.

## Course Outcomes

Upon completion of this class, the learner is expected to be able to:

1. Compare and contrast general characteristics as well as his or her own traits with the common learning traits of Generation X, Baby Boomers, and the Net-Generation.
2. Discuss the key educational and cultural influences of the Net-Generation.
3. Compare and contrast the characteristics of Generation X, Baby Boomers, and the Net-Generation.
4. Discuss why traditional educational approaches are not effective for the Net-Generation and how educators' approaches have to change.
5. Apply change management techniques to adopting new methodologies and technologies for learning.
6. Describe potential negative reactions and obstacles to technology in the classroom and develop a plan for implementing methods for overcoming those obstacles.
7. Explain how technologies such as a handheld device, a blog, or a wiki can be used in the classroom to facilitate learning in his or her own content area/discipline or grade level.
8. Develop learning activities related to academic content and standards that incorporate some of these technologies.
9. Explain how video games can be incorporated into learning activities.
10. Analyze the benefits of student-created content.
11. Learn how to use online video technology sharing and develop his or her own TeacherTube video for sharing online.
12. Compare and contrast a teacher-centric classroom with a peer-centric classroom.
13. Apply peer-centric learning experiences and methods to teaching of a specific content area/discipline or grade level.
14. Develop a plan for fostering peer-to-peer learning within the classroom across several weeks.
15. Create an experiential learning event appropriate for a specific discipline or grade level, using Web-enabled technology for students.
16. Discuss and evaluate some of the newer learning technologies that may soon be entering into classroom environments.
17. Create a list of nontechnical activities that leverage the Net-Generation's general

learning characteristics.

### **Required Text**

Kapp, K. (2007). *Gadgets, games and gizmos for learning: Tools and techniques for transferring know-how from boomers to gamers*. San Francisco: John Wiley & Sons.

### **Required Software**

- Google tools: mail, docs, presentations (free use)
- Wetpaint<sup>®</sup>

Instructors and learners will also use instructor-generated materials, learner-generated materials, and Web-based resources to facilitate learning.

### **Topical Outline**

### **List of Concepts**

#### **Overview: Highlighting the Gap**

Overview of generational traits; technology used commonly across the generations; critical nature of the gaps in learning styles between generations; introduction to Web-based learning tools (Google<sup>™</sup> Maps)

#### **Traits of Boomers and Generation Xers**

Detailed review of Boomer and Generation X traits; characteristics of Boomer-centric schools; description of wikis and how to use them; comparison of generational learning technologies

#### **Traits of the Net-Generation**

Detailed review of Net-Generation traits and strengths; introduction to synchronous chat; benefits and applications of synchronous chat; definition of gaming/gamers; how games are being applied to learning experiences

#### **How to Bridge the Gap in the Classroom**

Change management for technological adoption; methods for bridging the gap between generations; definition of *Digital Divide*; suggestions for bridging Digital Divide

#### **Integrating Technology in the Classroom**

Definition and examples of student-created content (authored with Web technologies); Web exploration of resources for discipline- and grade-level-appropriate content and classroom activities; classroom-application examples of blogs, wikis, games, and video sharing; introduction to TeacherTube; creating one's own TeacherTube video

#### **Fostering Informal (Peer-to-Peer) Learning**

Overview of Web 2.0 technologies and their impact on education; definition and examples of informal learning in an online environment; overview of social networking as a learning aid; overview and examples of peer-centric lesson plans

**Things to Do in the Classroom**

Definition of *Mobile Learning*; trends in and applications of Mobile Learning in the classroom; YouTube™ phenomenon; writing lesson plans that incorporate technologies

**Summary**

Description of techniques that can be used to keep up with the technology; summary and review of all concepts learned

**Course Assessments and Links to Course Outcomes**

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. Learning activities include large- and small-group discussions and assessments, for a total of 778 points.

<b>Modules</b>	<b>Topics of Modules</b>	<b>Points</b>	<b>Correlation With Course Outcomes</b>
Module 1:	Highlighting the Gap	109	1, 2, 3, 4
Module 2:	Traits of the Net-Generation	81	2, 3
Module 3:	How to Bridge the Gap in the Classroom	96	5, 6, 7
Module 4:	Integrating Technology in the Classroom	94	6, 7, 8, 9, 10
Module 5:	Fostering Informal (Peer-to-Peer) Learning	92	9, 11, 12, 13, 14
Module 6:	Things to Do in the Classroom	73	10, 11, 12, 13, 14, 15, 16
Module 7:	Classroom Application	94	8, 12, 13, 16
Module 8:	Summary	139	2, 3, 15, 16, 17
	<b>Total</b>	<b>778</b>	

Criteria specific to each assessment will be explained in conjunction with the instructional activities.

**Instructional Methodology**

The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include presentation of new content through online readings, active construction of knowledge through practice and problem solving, collaborative group work, personal reflection, structured small-group or whole-class discussion, analysis of assigned reading, and the application of course content and skills to participant's individual grade level, subject area(s), and classroom.

**Grading Scale**

The course facilitator will post the grading scale.

**Performance Learning Systems' Late Policy**

There will be a 10% deduction of points per day for all posts and submitted assignments which are late. Replies posted after the due date will earn no points. In rare cases,

partially or poorly completed assignments may be resubmitted for partial credit at the discretion of the instructor. The following exceptions apply:

- If a participant is sick/hospitalized or has a death in the family, the timing of makeup work may be arranged with the course facilitator. No points will be deducted if the work is completed according to the agreement.
- If a participant is on vacation/traveling/etc., the participant must contact the course facilitator ahead of time to avoid a penalty. This type of absence may occur only once during a course. All posts should be submitted for the missed module before leaving; replies may be completed according to agreed-upon timing when the participant returns.
- If a participant has difficulty completing everything in a week, an extension can be granted if the participant contacts the facilitator during the week (not at the last minute).

### **Performance Learning Systems' Participant Drop Policy**

- Participants are eligible to receive a refund if they attend class for one week or less. This means participants must withdraw by the end of Module 1 to receive a refund.
- Refunds of the balance of tuition paid will be given, minus the \$50 deposit.

### **Performance Learning Systems' Academic Integrity Policy**

Performance Learning Systems expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code policies of our partner colleges and universities are embraced and enforced by PLS instructors. The following are considered to be serious violations:

- Plagiarism: the use of another's ideas, data, or words without proper acknowledgment.
- Fabrication: the use of invented information or the falsification of research or other findings with the intent to deceive.
- Collusion: improper collaboration with another in preparing assignments or projects.
- Cheating: an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
- Academic Misconduct: tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.

Violation(s) or suspected violation(s) will be investigated and pursued according to specific college/university procedures.

### **Identity Authentication**

The college/university, Performance Learning Systems (PLS), and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student, this responsibility has two parts:

1. Students are responsible for positively ensuring that every contribution to an online course created with the students' computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in

the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.

2. Students are responsible for ensuring the integrity of their computer account security by following the actions required of them by the PLS Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by Performance Learning Systems, and reporting breaches of the security policy to the IT Helpdesk.

### **Course Evaluation**

The evaluation of learner work will be based on the defined criteria for learner assessments. The criteria for learner assessments will be outlined for students prior to instructional activities and engagement with student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and defined criteria for learner assessments.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: completion of assessments; constructive contributions to class discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; and active participation in online interactions. It is expected that each participant will contribute to the academic quality of the course.

Summative assessment includes the completion of weekly learning activities and assignments for which the participant will need to synthesize class content, apply it to his or her own practice, and complete a plan for implementing the major components of content and skill acquired during the course.

## Course Outcome Correlations With INTASC Standards for Teachers

	Course Outcomes
<b>Standard 1: Subject Matter</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
<b>Standard 2: Student Learning</b> The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
<b>Standard 3: Diverse Learners</b> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	1, 2, 3, 4
<b>Standard 4: Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	1, 2, 3, 4, 7, 8, 9, 10, 12, 13
<b>Standard 5: Learning Environment</b> The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	1, 2, 3, 4, 5, 6
<b>Standard 6: Communication</b> The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	4, 5, 6
<b>Standard 7: Planning Instruction</b> The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	11, 12, 13, 14, 15
<b>Standard 8: Assessment</b> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.	13, 14, 15
<b>Standard 9: Reflection and Professional Development</b> The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	12, 13, 14, 15, 16, 17
<b>Standard 10: Collaboration, Ethics, and Relationships</b> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17

The Interstate New Teacher Assessment and the Support for Consortium (INTASC) standards were developed by the Council of the Chief State School Officers and member states. Copies may be downloaded from the Council's website at <http://www.ccsso.org>.

© Council of Chief State School Officers. (1992) Model standards for beginning teacher licensing, assessment, and development: A resource for state dialogue. Washington, DC: Author. <http://www.ccsso.org/content/pdfs/corestrd.pdf>.

## Course Outcome Correlations With National Board for Professional Teaching (NBPTS) Propositions and Standards

<b>Proposition 1: Teachers are Committed to Students and Their Learning.</b>	<b>Course Outcomes</b>
NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.	1, 2, 3, 4
They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.	1, 2, 3, 4
NBCTs understand how students develop and learn.	1, 2, 3, 4
They respect the cultural and family differences students bring to their classroom.	1, 2, 3, 4
They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.	1, 2, 3, 4
NBCTs are also concerned with the development of character and civic responsibility.	5, 6
<b>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</b>	
NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.	1, 2, 3, 4
They are able to use diverse instructional strategies to teach for understanding.	7, 8, 9, 10, 11, 12, 13, 14, 15
<b>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</b>	
NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.	7, 8, 9, 10, 11, 12, 13, 14, 15
They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.	1, 2, 3, 4
NBCTs know how to assess the progress of individual students as well as the class as a whole.	10, 12, 13, 14
They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.	10, 12, 13, 14
<b>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.</b>	
NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.	1, 2, 3, 4, 16, 17
They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.	16, 17
They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.	5, 6, 16, 17

**Proposition 5: Teachers are Members of Learning Communities.**

NBCTs collaborate with others to improve student learning.	<b>1, 2, 3, 4, 16, 17</b>
They are leaders and actively know how to seek and build partnerships with community groups and businesses.	<b>5, 6, 16, 17</b>
They work with other professionals on instructional policy, curriculum development and staff development.	<b>5, 6</b>
They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.	<b>5, 6</b>
They know how to work collaboratively with parents to engage them productively in the work of the school.	<b>5, 6</b>

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