

Keep using day-to-day tools in the classroom

Dr. Yousef Daradkeh, Dr. Luis Borges Gouveia

Prince Sattam Bin Abdulaziz University, University Fernando Pessoa

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Abstract

- We are in a networked world, where computers and its applications and other digital facilities take part of most human activities.
- Considering the use of electronic email or taking advantage of search engines and services as Google, it render to be almost impossible to not interact with any of such digital appliances each day of our lifes.
- If this is a reality to many of us, that born before the availablility of computers and networks, for the millennials and the youngters, even the most basic interaction between them are been made using mobile devices and other advanced communications and media systems.
- The impact on how such new advanced users experience the world as yet not reached most of the traditional schools, and higher education in particular whose needed to deal with huge challenges to cope with such a digital world.
- This sets the classroom as a strong candidate to suffer innovative approaches in order to keep its main role in the educational system.

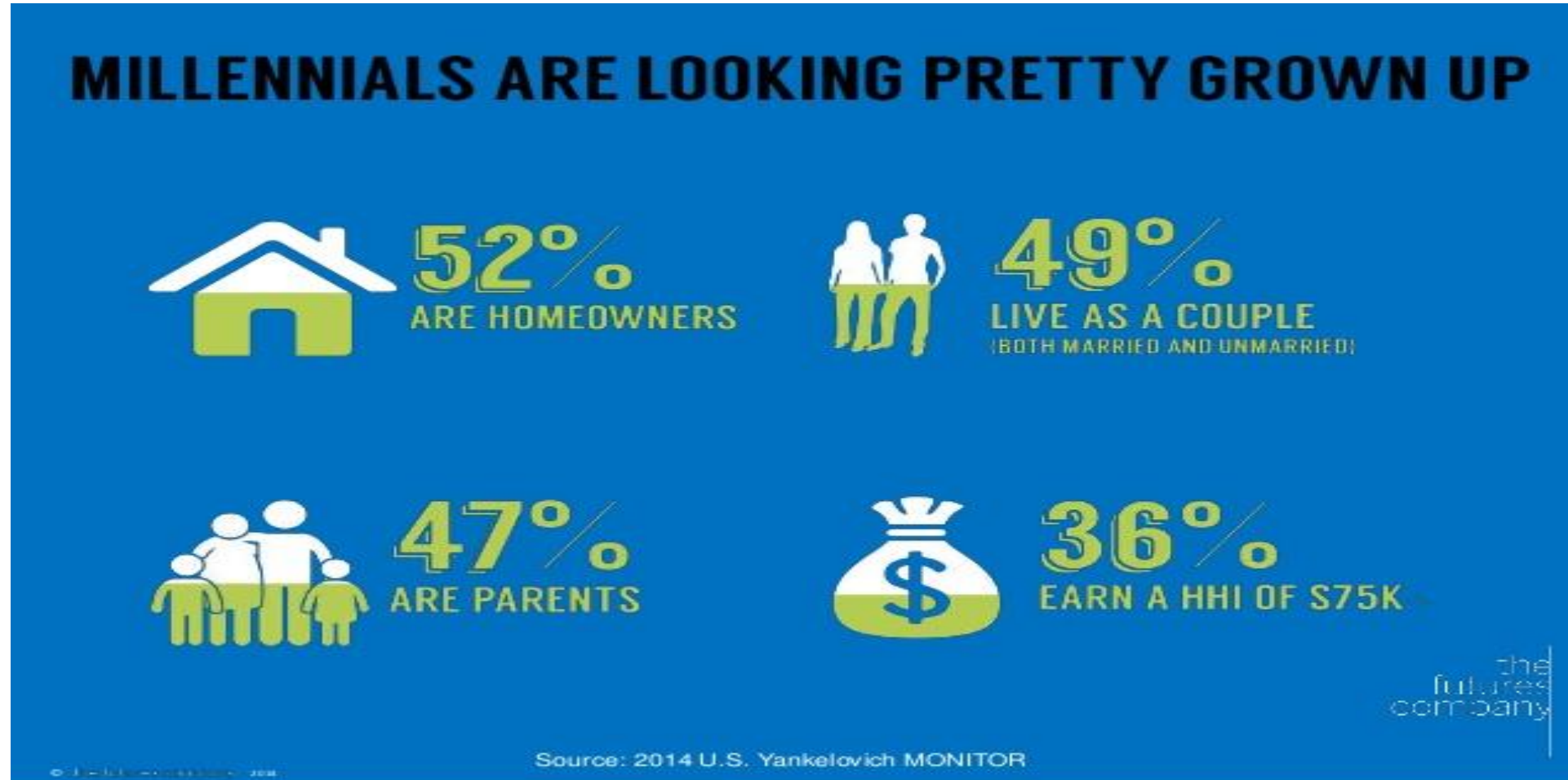
The millennials

- Those of born within a digital based world and evolved with the Internet
 - Mainly between 1982 to 2004
 - They have between 13 and 35 years old
- Based on Pew Research:
 - 50% of Millennials consider themselves politically unaffiliated
 - 29% consider themselves religiously unaffiliated
 - They have the highest average number of Facebook friends and Facebook presence
 - 55% have posted a selfie or more to social media sites
 - Only 19% of Millennials said that, generally, others can be trusted
 - Millennials are the last generation born in the 20th century
 - 20% have at least one immigrant parent



We are already living in a world
influence by them

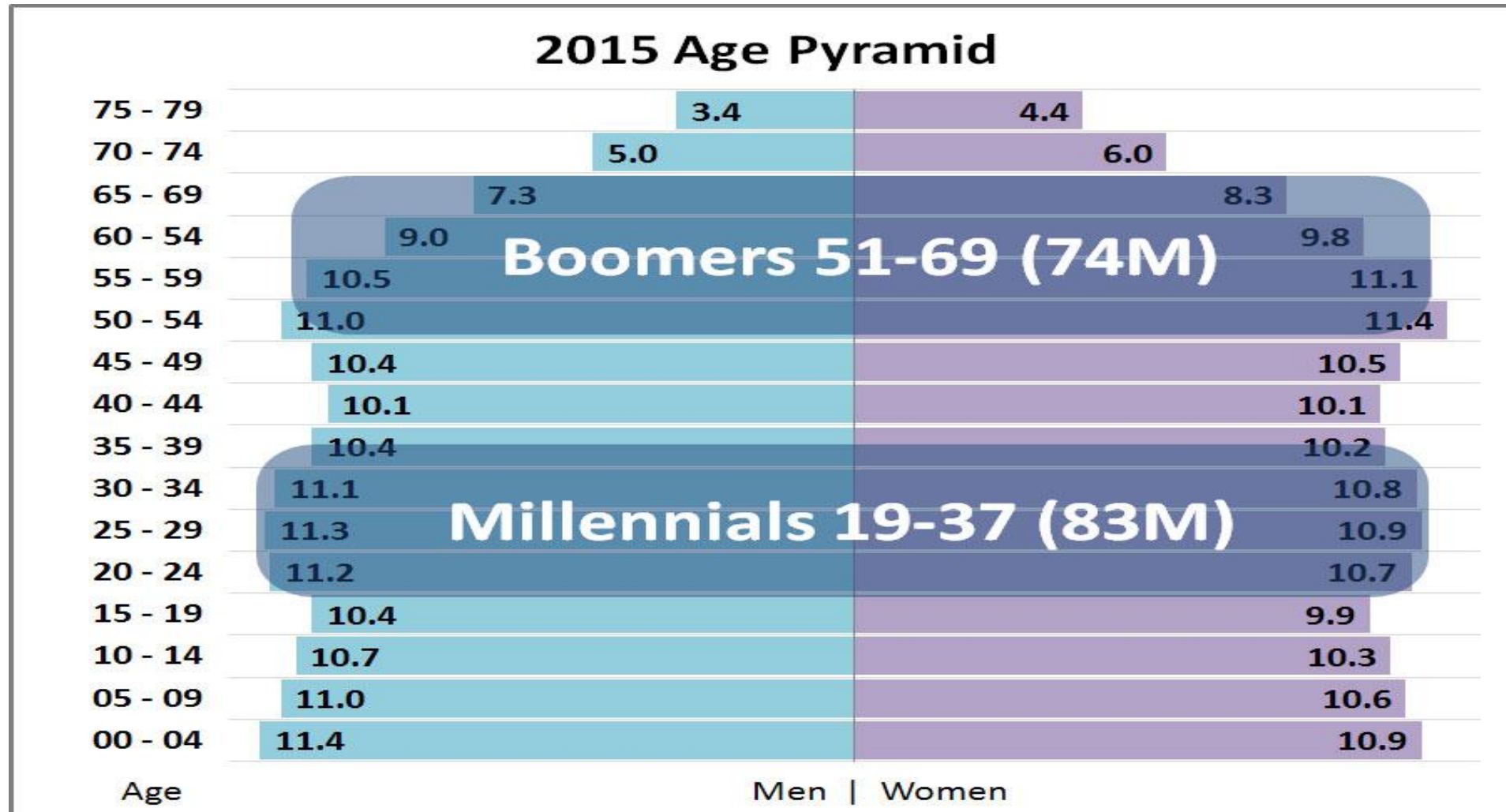
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<https://www.slideshare.net/futuresco/the-millennials-have-left-the-building-41957904>

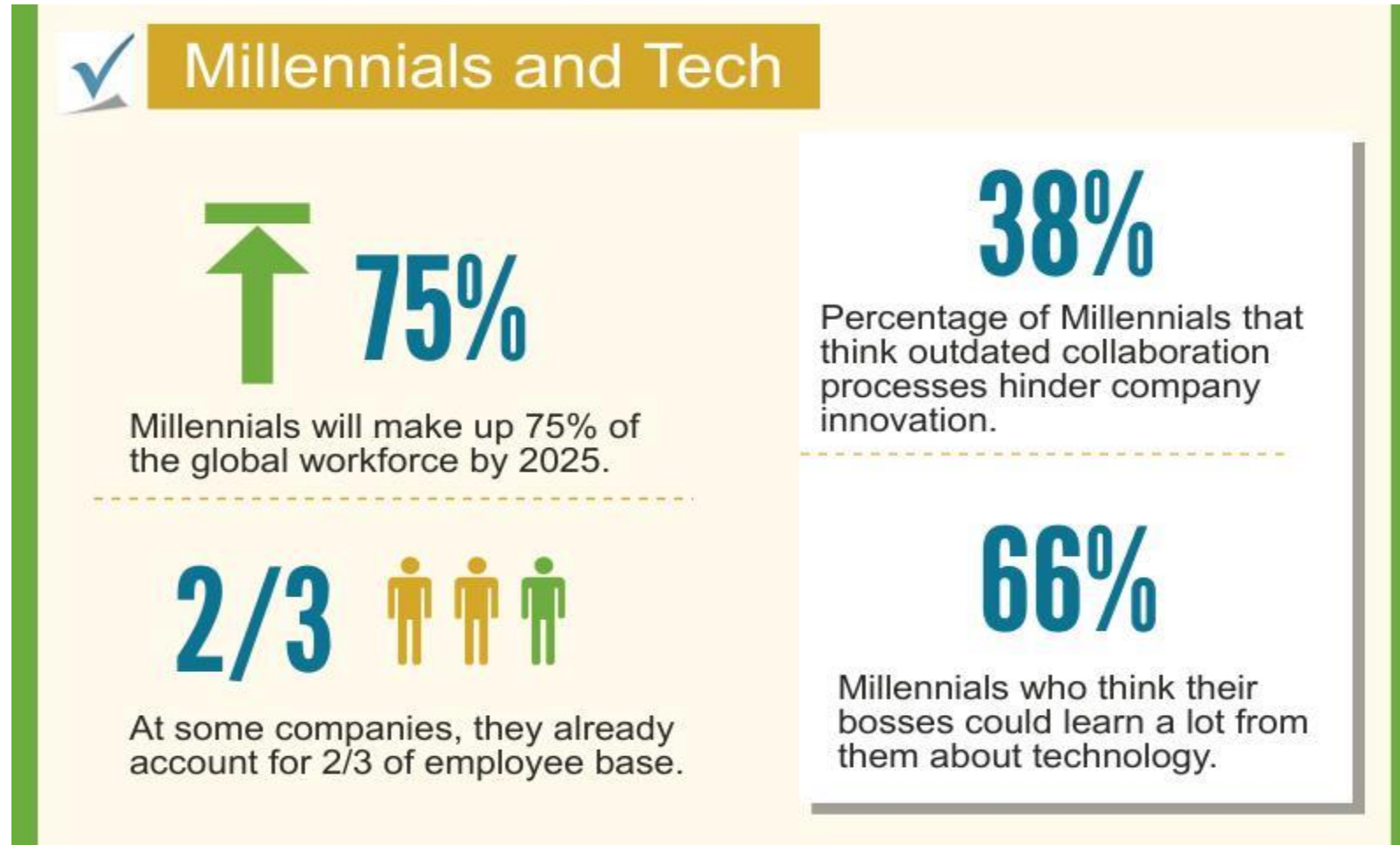
Higher education needs to target them...

3



Mostly because soon they will be major part of the workforce

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Challenges?

- “The millennials are the first generation that has not needed an authority figure to access information”
<http://coachingforleaders.com/podcast/158/>
 - They also assume that everything is negotiable
 - Millennials are relationship oriented
 - Give feedback in a way that’s not formal
 - Maintain the strength of the relationship
 - Feedback must be timely
 - Have a conversation with them instead of a conversation about them



How millennials learn?

The millennial student attributes

http://www.niu.edu/facdev/_pdf/guide/students/millennials_our_newest_generation_in_higher_education.pdf

- **Computers are not technology:** Computers, the Internet, and the WWW are as much a part of Millennials' lives as telephones and television are to previous generations
- **Reality is no longer real:** Original images can easily be changed using digital technology and receiving email from an address may not come from the owner of that address
- **Doing is more important than knowing:** Knowledge is no longer perceived to be the ultimate goal (the half-life of information is so short). Results and actions are considered more important than the accumulation of facts
- **Learning more closely resembles a game than logic:** The (video)games symbolizes a trial-and-error approach to solving problems; losing is the fastest way to mastering a game because losing represents learning
- **Multitasking is a way of life:** Students are comfortable engaging in several activities simultaneously. Working on homework with music in the background while talking or texting on their cell phone is typical of how Millennials get through the day
- **There is zero tolerance for delays:** Millennials were raised in a just-in-time, service-oriented culture. They expect and demand quick turn around in today's 24x7 culture and do not easily accept delays
- **Consumer and creator are blurring:** In a file-sharing, cut-and-paste world, distinctions between creator, owner, and consumer of information are fading. The operative assumption is often that if something is digital, it is everyone's property



Characteristic	Characteristic Development	Classroom Application
Special	- Rewards for participation	Provide rewards for individual and group work; Provide feedback; Teach to self-reward
Sheltered	- Structured - Enforcement of rules and regulations	Learning centered syllabus; Clear instructions and expectations of assignments; Course calendar with test and assignment dates; Daily lesson learning outcomes
Team Oriented	- Works well in groups - Socially active	Collaborative learning; Cooperative learning; Interactive learning; Opportunities for in and out of class social learning activities
Confident	- High level of optimism - Technologically savvy - Want to assist in creating own knowledge	Provide clear definitions and paths to success in class; Include variety of technology in teaching and assignments; Provide feedback
Pressured	- Perform when being judged - Immediate and continual feedback on progress	Link content to “real life” applications; Provide feedback in various forms including technological means; Timely feedback; Simulations and case work through technology and non-technology instructional delivery
Achieving	- Challenges grades and testing methods	Develop well defined grade appeals policy Integrate a variety of valid evaluation methods
Conventional	- Respect for cultural differences	Utilize problem solving by integrating sociological situations from a variety of cultures

The proposal



- Working strategies
 - Freed activity and transfer initiative to students
 - DIY (Do it Yourself)
 - BYOD / BYOA (Bring Your Own Device / Bring Your Own Application)
 - Flipped Classroom (use the time together, to work and resolve instead of lecture and transfer knowledge)
 - Project and problem based learning, whenever possible
- The space issue
 - Turn the classroom into a flexible space, as a changeable place where there are alternative places that coexist, to use, to work, to play, for leisure, and even rest
- The tech issue
 - Allow for a high connectivity environment with gadgets that enhance students own gadgets (most of them, mobile devices)
- The time issue
 - Not be retracted to predetermined or rigid time slots, considering instead the use of a bank of hours that can be fulfilled along the working period to be used

A game oriented strategy

Requirements	Video-game design	Learning design
Well-defined goals	Players understand the desired outcome of a game and how to play	Learning objectives are clear
Patience	Players may perform tasks repeatedly if necessary	Students may redo assignments repeatedly if necessary
Team play	Players work together to win	Groups of students work together to complete and review tasks
Tracking	Games are organized in levels, and point values of accomplishments are known	Students see progress at every level and as a whole
Change	Games keep moving, and players keep progressing	Students divide large tasks to learn time management and to progress toward goal achievement
Immediate consequences	Players see impacts of actions immediately	Teachers provide immediate/useful feedback and meaningful, formative and diagnostic assessments
Personalization	Players customize each game experience by playing as different characters; they enjoy a different experience every time they play	Students explore different roles, which are shaped by their interests, to discover strengths and achieve goals
Patterns	Players experience success because the game design is predictable	The learning environment makes sense