Experiential Learning & the Google Generation

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Background

• exponential growth of mobile technologies and gadgets
• new channels of communicating and representing information
• nature and scope of learning have changed
• new ways of learning, new skills and new knowledge to be learnt
Characteristics of digital native learners

- have better multitasking and parallel processing skills;
- learn interactively;
- prefer random access to information, using hypertext;
- reject “serious work” and prefer computer games;
- choose graphics before text;
- want to be networked

Prensky, 2001a, p. 3
the ‘digital natives’ (Prensky, 2001a,b) - contested
Contested Categorical Labels of Generational Learners

- Millennials (Howe & Strauss, 2000)
- Google Generation (Williams & Rowland, 2007)
Contesting Digital Native Metaphors

• Empirical work that examines the nature of young people’s use of technology suggests a high degree of diversity with most possessing a core of technology based skills but with a wide range of skills and competencies beyond this core

(Bennett et al., 2008; Helsper and Enyon, 2010; Jones et al., 2010; Judd, 2018; Livingstone and Helsper, 2010; Kennedy et al., 2008; Margaryan et al., 2011, Sanchez et al., 2011; Sorrentino, 2018).
mobile, digitally literate, focused on social interaction and ‘connectedness’, prefer experimentation and experiential learning

(Oblinger, 2003; Cobcroft et al., 2006, Ito et al., 2008, Kivunja, 2014)
Objectives of this paper

• How to design a curriculum associated with experiential learning that fulfils the needs of the Google Generation learners?

• What teaching approach and methodologies are the best fit for these learners?

• What assessments would better assess learning outcomes of this new curriculum?
Reasons for curriculum reform.

1. Rapid decline in Google Generation learners’ attention during a lecture-based learning.
2. Google Generation learners’ prefers more hands-on /activity based learning.
3. Improving students’ graduating on time.
4. Preparing students effectively for their undergraduate specialization in the social sciences disciplines.
5. Developing students social interaction and “connectedness” through curricular, extra co-curricular activities.
6. Preparing students to grow intellectually, socially and emotionally.
Transition from old to new curriculum

April 2016
Old programme structure - Lecture-based teaching method & Exam based assessment

April 2017
Trial run / Pilot testing - a few activity-based / hands on learning/teaching methods in the courses

April 2018
Full implementation of the new curriculum with experiential learning theory associated in the courses.
## Foundation in Arts Curriculum

<table>
<thead>
<tr>
<th>Old curriculum structure courses</th>
<th>New curriculum structure courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Principles of Business</td>
<td>1. Fundamental English</td>
</tr>
<tr>
<td>2. Principles of Economics</td>
<td>2. Interpersonal communication</td>
</tr>
<tr>
<td>5. Computer Applications</td>
<td>5. Computer Applications</td>
</tr>
</tbody>
</table>

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<th>Old curriculum structure courses</th>
<th>New curriculum structure courses</th>
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<tr>
<td>1. Principles of Accounting</td>
<td>1. Creative Writing</td>
</tr>
<tr>
<td>2. Statistics</td>
<td>2. Introduction to Social Behaviour</td>
</tr>
<tr>
<td>3. Fundamental English 2</td>
<td>3. Social Media and Networking</td>
</tr>
<tr>
<td>5. Introduction to Information System</td>
<td>5. Critical Thinking</td>
</tr>
</tbody>
</table>
Kolb’s Model for the Learning Cycle

1. An experience you have made regarding your learning?
2. What have you thought about this experience and its relation to your learning?
3. How would you conceptualise your thoughts?
4. What impact does this newly achieved Learning Outcome now have on your future learning?

Source: based on Kolb 1984
• “Learning is the process whereby knowledge is created through the transformation of experience”
  
  (Kolb, 1984, p. 38).

• The new curriculum design with the assimilation of experiential learning framework is important to emphasize on learners thinking skills, knowledge integration and application.
  
  (Grabe, Mark and Grabe, Cindy (2004))

• Experiential learning to refer to the learning “process that takes place beyond the traditional classroom and that enhances the personal and intellectual growth of the student.”
  
  (Katula and Threnhauser (1999, p.240))
Examples of Teaching Methods

• **Field-based experiential learning.**
  
  Field-based learning includes field trips, internships & cooperative learning, and service learning /community service (Lewis & Williams, 1994, p.7).

• **Classroom-based experiential learning**
  
  Such as role-play, educational online games (Kahoot), case studies, simulations, presentations, problem based learning, and various types of group work.
Examples of assessments of students learning outcome

a) Presentation (individual / group)
b) Role – Play (e.g. interpersonal communication course)
c) Case-study (e.g. given real life problems think the solution)
d) Research survey – interviews / questionnaire
e) Integrated assessment
f) Review of movies / articles / books
## Old vs New programme structure comparison

<table>
<thead>
<tr>
<th>Result of new curriculum structure</th>
<th>Result of old curriculum structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student enrolled increased</td>
<td>1. Students failing rate increases</td>
</tr>
<tr>
<td>1. Students able to complete their foundation within a year</td>
<td>2. Students drop-out rate increases</td>
</tr>
<tr>
<td>1. Students enrolled for degree programme increased</td>
<td>3. Duration of study is prolonged</td>
</tr>
</tbody>
</table>
From book to “Mr. Google”

In class collaboration

Group Based Project
Technology generally works when it is aligned with lecturers’ educational philosophy and belief to encourage active learning, promote collaboration, increase student–faculty interaction and enrich the educational experience (Mandernach & Taylor, 2011).
Time to measure the efforts made!
(Evidence Based Learning)
## Survey Sampling

<table>
<thead>
<tr>
<th>Sampling Size</th>
<th>Total Respondents</th>
<th>Response Rate(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>79</td>
<td>65</td>
<td>82</td>
</tr>
</tbody>
</table>
Three teaching and learning activities that **BEST ENGAGE** you in your learning
“Lecture can be **effective way of learning** if the lecturer deliver it in a creative way, short with some humor.

It is ineffective if it is just a lecture session **like story telling without any activities for the students to be engaged**, as a result it was boring and students easily lost focus from it.”
The teaching and learning activity that LEAST ENGAGE you or make it difficult for you to learn.
Working in groups is hard due to the reason that our team members are too busy with their own task like being with family members making it hard to find time a proper time for the group meeting and also this will cause procrastination and last minute work.

Group work usually doesn’t end up well because of the people in the group as not everyone will agree to the opinion voiced out and a lot of conflict will happen due to miscommunication and project work requires a lot of work.

Conflicts in groups and member procrastination.
Three assessments that prepare you **BEST** for your undergraduate study

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Assignment</td>
<td>35%</td>
</tr>
<tr>
<td>Written Project</td>
<td>27%</td>
</tr>
<tr>
<td>Written Examinations</td>
<td>21%</td>
</tr>
<tr>
<td>Tests</td>
<td>14%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>16%</td>
</tr>
<tr>
<td>Oral Presentations</td>
<td>35%</td>
</tr>
<tr>
<td>Group Work</td>
<td>32%</td>
</tr>
<tr>
<td>Role Play</td>
<td>20%</td>
</tr>
</tbody>
</table>
Tesl degree program requires me to be active in speaking up front, which is why I think that oral presentations really help.

–ORAL PRESENTATION

Research assignments and written projects also prepares me a lot. It has taught me the ways of researching, collecting data, analysing, working in groups, brainstorming and also squeezing my creative juice.

-  Research assignments and written projects

They can make me become more courageous and learn new things effectively. Besides that, through these preferred assessments, I can easily review the learning outcomes.

- Research assignments & Group Project
Student’s satisfaction on the teaching and learning methods in Foundation in Arts (FIA) programme.

5 – Very Satisfied
4 – Satisfied
3 – Neutral
2 – Unsatisfied
1 – Very Unsatisfied
Graduating on Time (GOT)
Graduating on Time (GOT) – By Year

Comparison on Graduate on Time (GOT) for foundation students (2016 to 2019).
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The End
References


References


