

# Experiential Learning & the Google Generation

A/P Dr. Nee Nee Chan  
Gogilavaani Jothi Veeramani  
Ahmad Faindra Abdul Jabbar

Quest International University



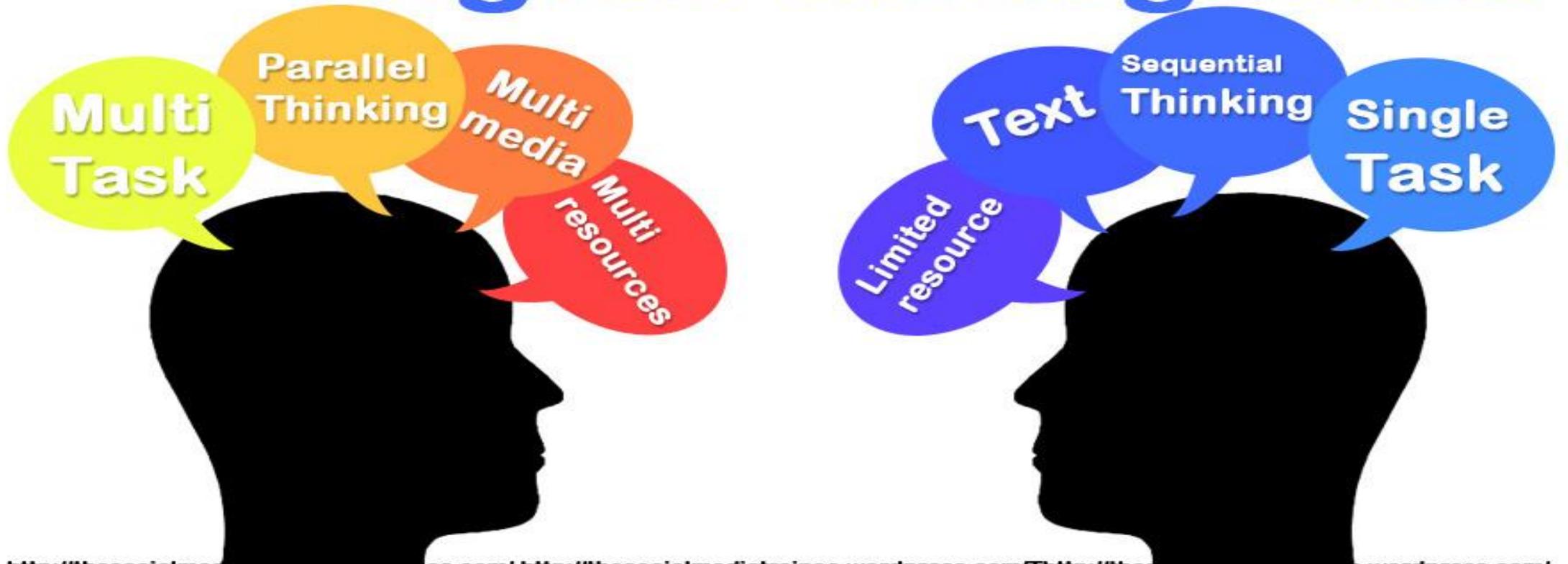
## Background

- 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

Marc Prensky, 2001b. "Digital natives, digital immigrants, Part 2: Do they really think differently?" *On the Horizon*, volume 9, number 6, pp. 1–6.

# Digital Native

# Digital Immigrants



# 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

- Net Generation (Tapscott, 1998, 2009; Oblinger, 2003)
- 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 2018**

Full implementation of the  
new curriculum with  
experiential learning  
theory associated in the  
courses.

**April 2017**

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



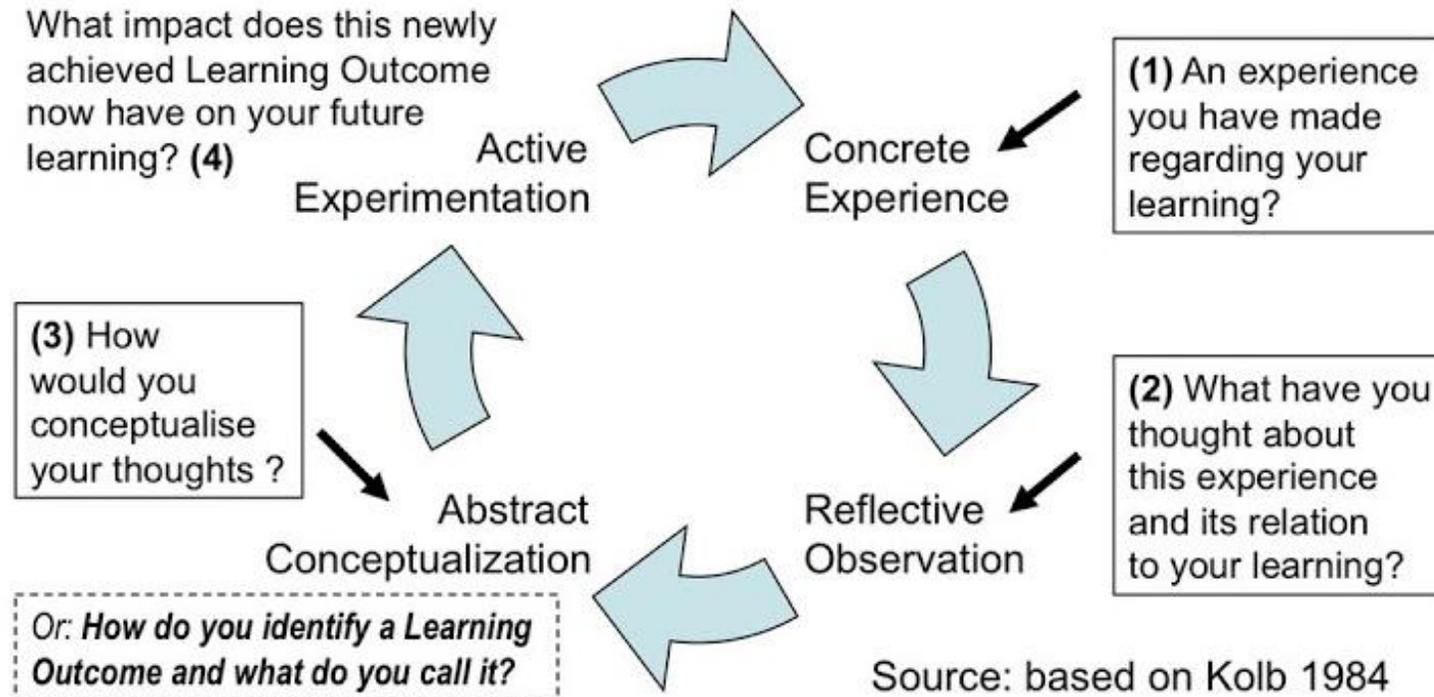
# Foundation in Arts Curriculum

Old curriculum structure courses	New curriculum structure courses
<ol style="list-style-type: none"><li>1. Principles of Business</li><li>2. Principles of Economics</li><li>3. Business Mathematics</li><li>4. Fundamental English 1</li><li>5. Computer Applications</li></ol>	<ol style="list-style-type: none"><li>1. Fundamental English</li><li><b>2. Interpersonal communication</b></li><li><b>3. Personal Development</b></li><li>4. Principles of Management</li><li>5. Computer Applications</li></ol>
Old curriculum structure courses	New curriculum structure courses
<ol style="list-style-type: none"><li>1. Principles of Accounting</li><li>2. Statistics</li><li>3. Fundamental English 2</li><li>4. Critical Thinking</li><li>5. Introduction to Information System</li></ol>	<ol style="list-style-type: none"><li>1. Creative Writing</li><li><b>2. Introduction to Social Behaviour</b></li><li><b>3. Social Media and Networking</b></li><li><b>4. Introduction to Event Management</b></li><li>5. Critical Thinking</li></ol>

**INTERGRATED  
ASSESSMENT**

# Kolb's Model of Experiential Learning

## Kolb's Model for the Learning Cycle



- “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.

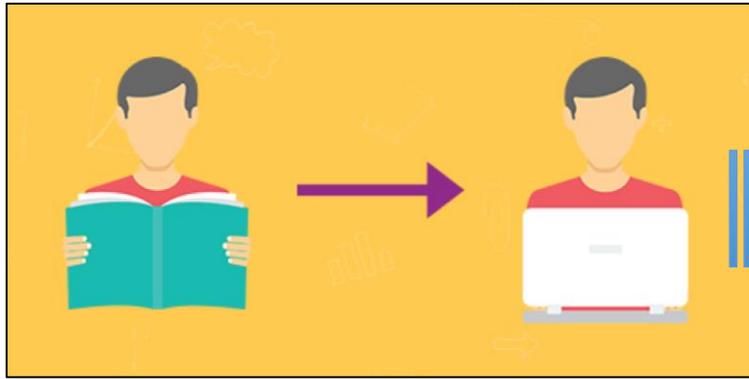


# Examples of assessments of students learning outcome

- 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

Result of new curriculum structure	Result of old curriculum structure
1. Student enrolled increased	1. Students failing rate increases
1. Students able to complete their foundation within a year	2. Students drop-out rate increases
1. Students enrolled for degree programme increased	3. Duration of study is prolonged



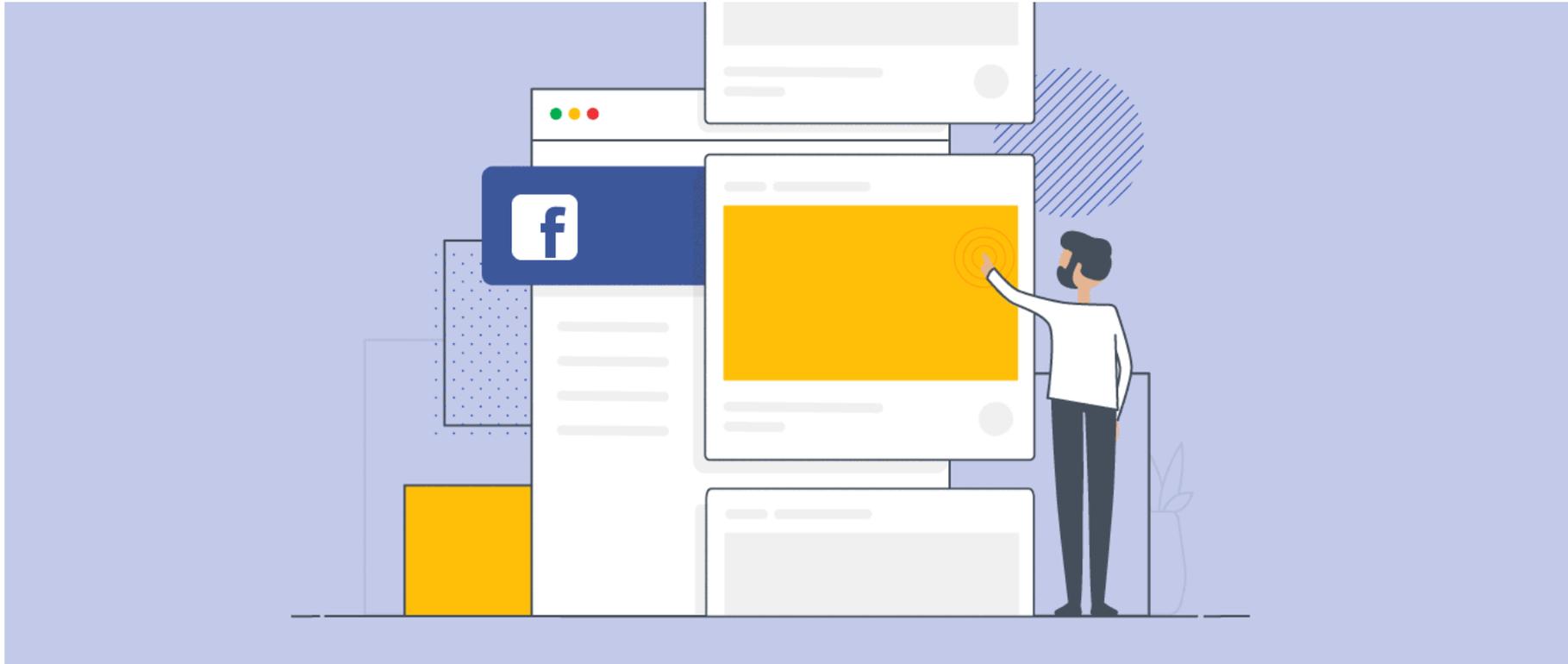
From book to “Mr. Google”



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).

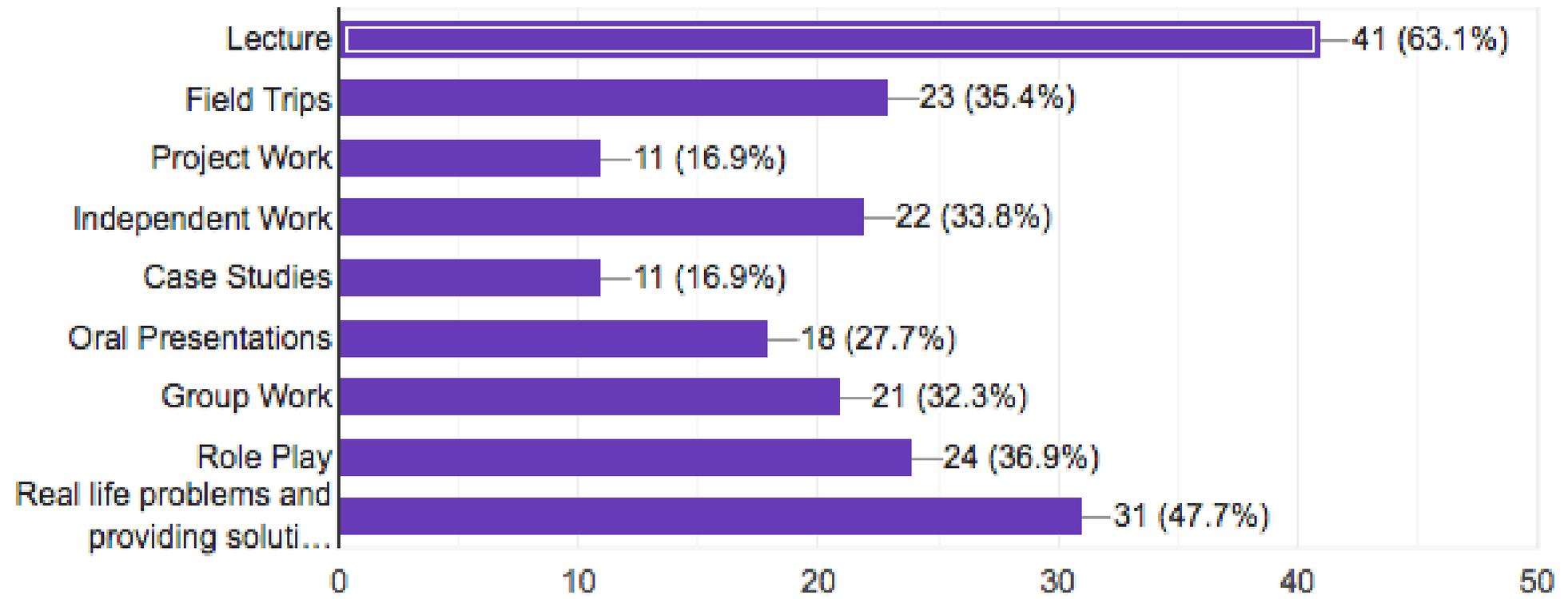
Time to measure the  
efforts made!  
(Evidence Based Learning)



# Survey Sampling

Sampling Size	Total Respondents	Response Rate(%)
79	65	82

# Three teaching and learning activities that **BEST ENGAGE** you in your learning

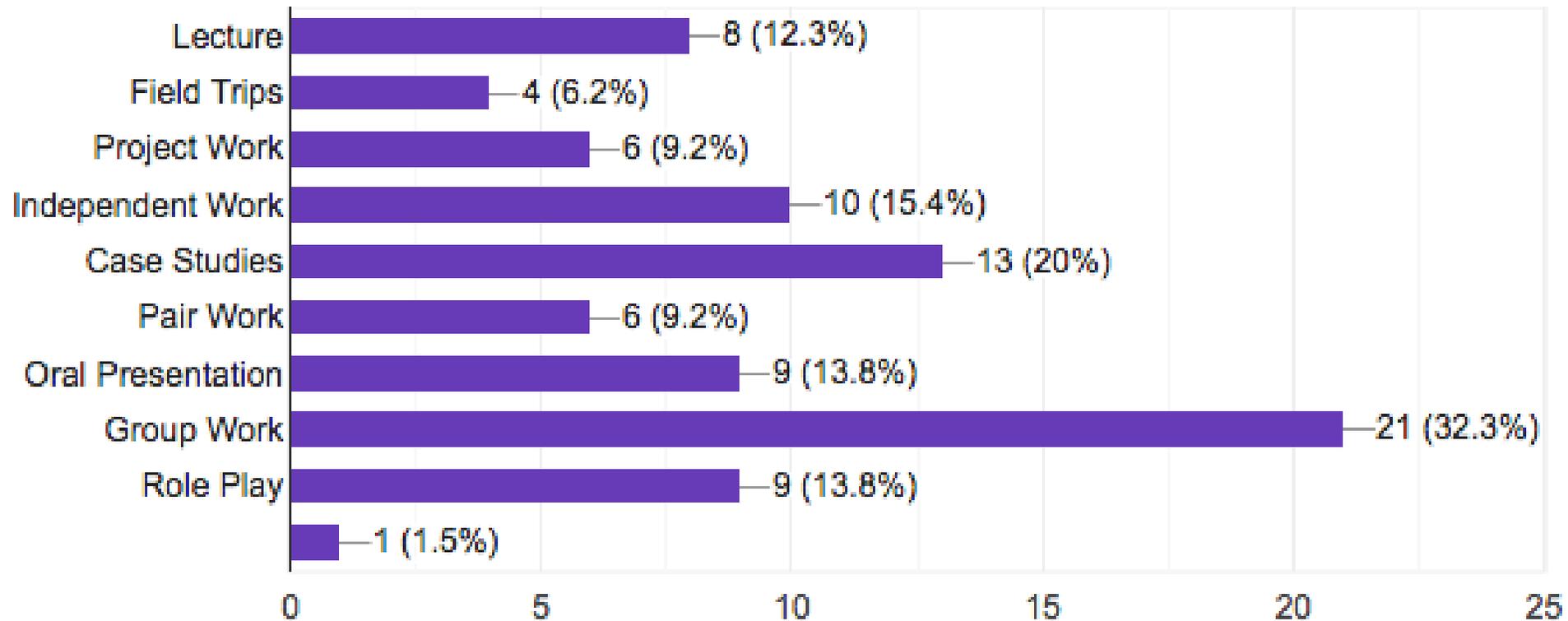




“Lecture can be **effective way of learning** if the lecturer deliver it in a creative way, short with some humor.

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



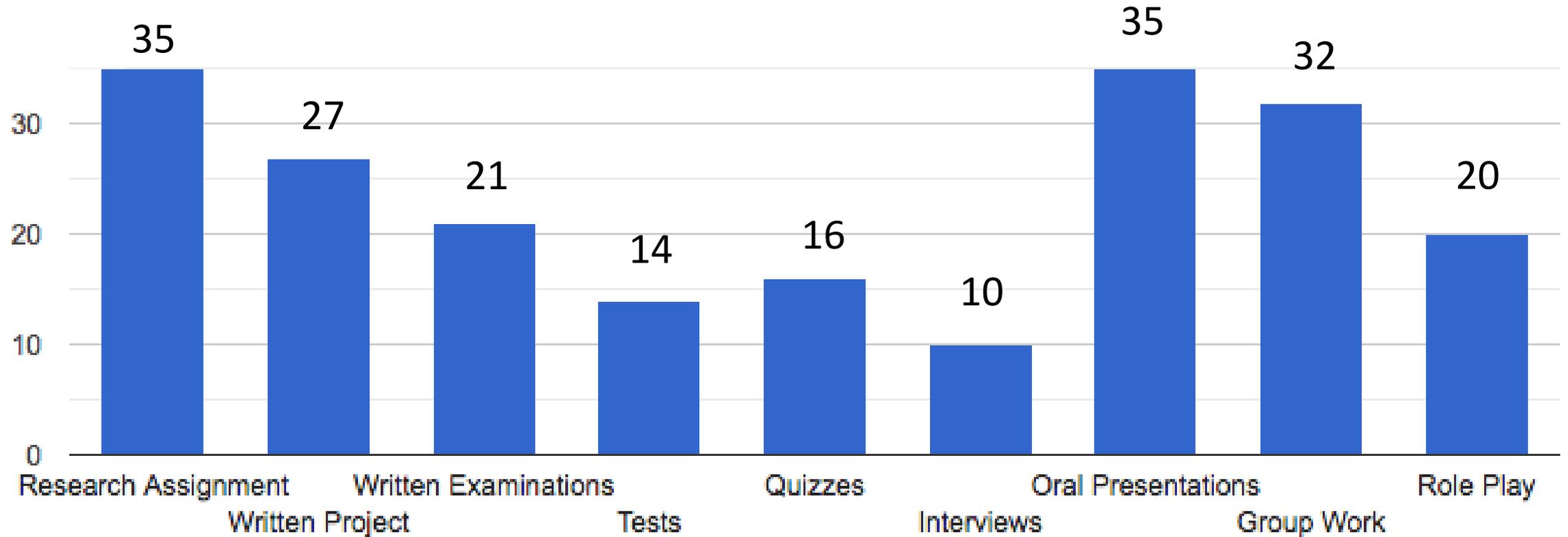
**Working in groups is hard due to the reason that our team members are too busy with their own task** like be with family members making it hard to find time a proper time for the group meeting and also **this will cause procrastination** and last minute work.

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



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.

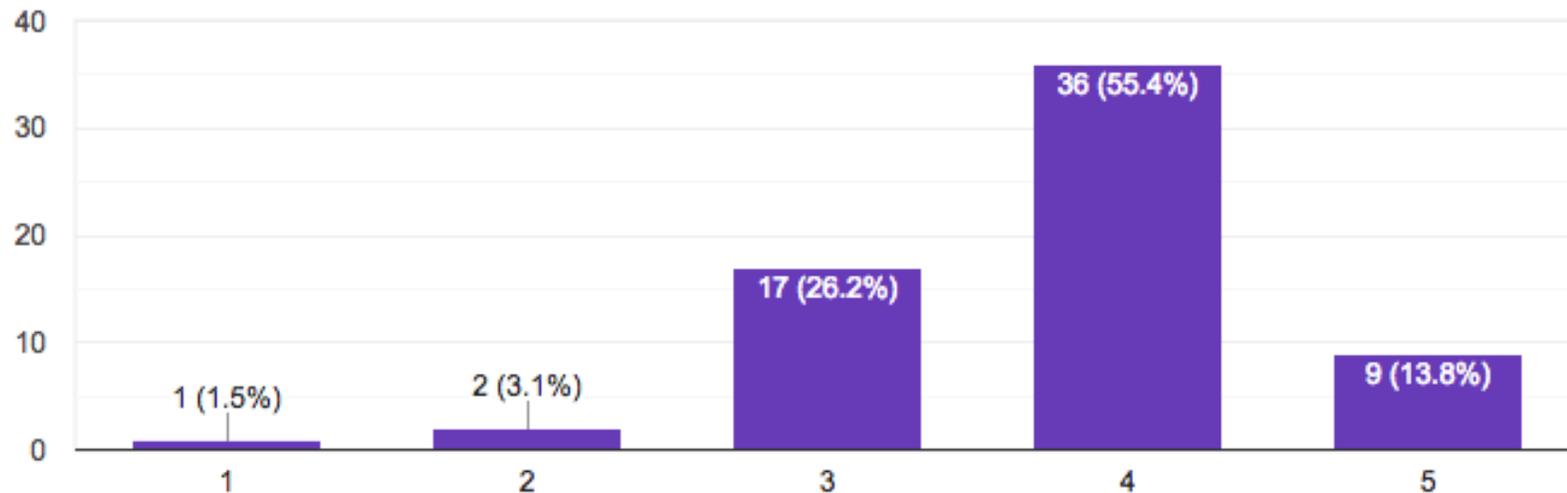
- **Research assignments and written projects**

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.

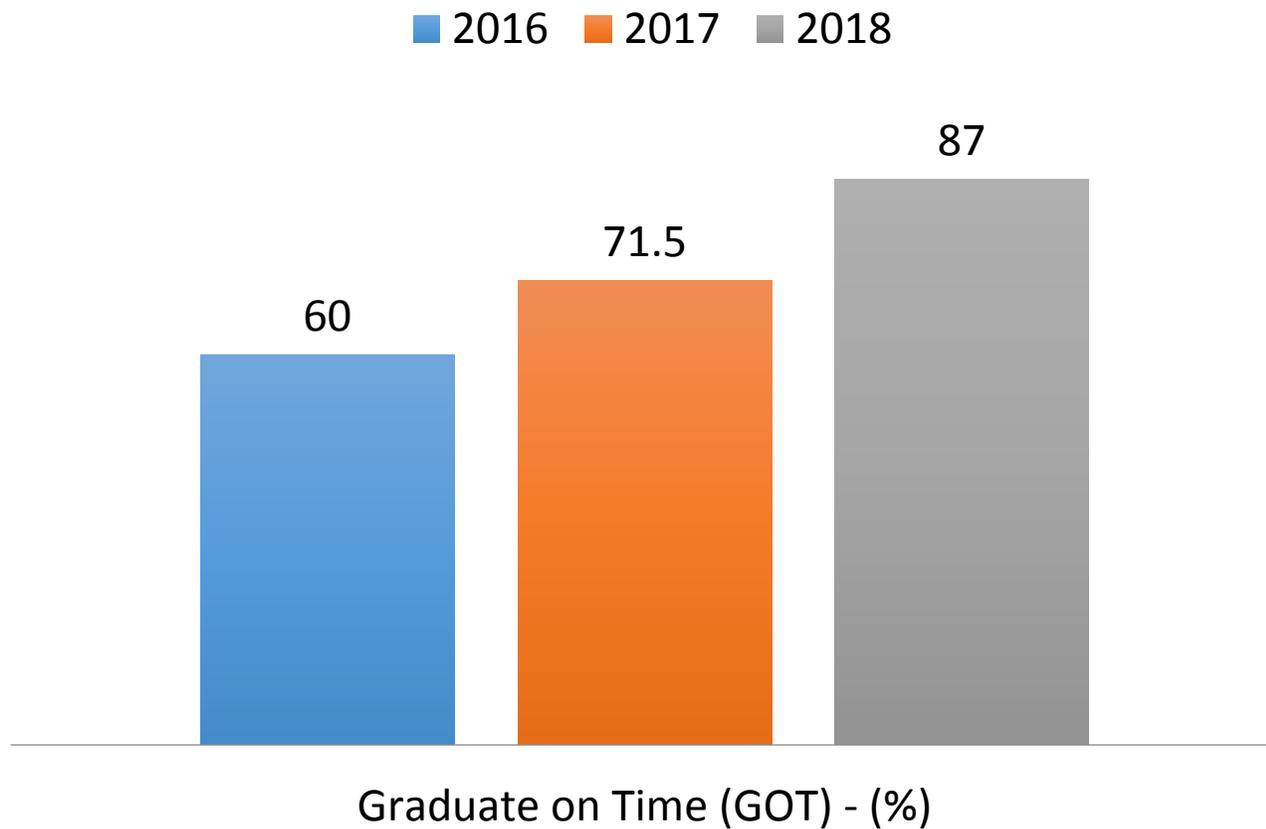


5 – Very Satisfied  
4 – Satisfied  
3 – Neutral  
2 - Unsatisfied  
1- Very Unsatisfied

# Graduating on Time (GOT)



# Graduating on Time (GOT) – By Year



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

# 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?

The End

# References

1. Bennett, S., Maton, K. & Kervin, L., 2008. The “Digital Natives” Debate: A Critical Review of the Evidence. *British Journal of Educational Technology*, 39(5), pp.775–786. Available at: <http://doi.wiley.com/10.1111/j.1467-8535.2007.00793.x> [Accessed July 19, 2011].
2. Cobcroft, R.S., Towers, S., Smith, J. & Bruns, A., 2006. Mobile Learning in Review: Opportunities and Challenges for Learners, Teachers, and Institutions. In Proceedings of *Online Learning and Teaching (OLT) Conference 2006*. Queensland University of Technology, Brisbane, pp. 21–30.
3. Helsper, E.J. & Eynon, R., 2010. Digital Natives: Where is the Evidence? *British Educational Research Journal*, 36(3), pp.503–520. Available at: <http://doi.wiley.com/10.1080/01411920902989227>
4. Howe, N. & Strauss, W., 2000. *Millennials Rising: the Next Great Generation*, New York: Vintage
5. Ito, M., Horst, H., Bittanti, M., Boyd, D., Herr-Stephenson, R., Lange, P., Pascoe, C. Robinson, L., et al., 2008. *Living and Learning with New Media: Summary of Findings from the Digital Youth Project. White Paper*, November, the John D. and Catherine T. MacArthur Foundation Reports on Digital Media and Learning, Cambridge, MA. Available at: <http://digitalyouth.ischool.berkeley.edu/files/report/digitalyouth-WhitePaper.pdf>.
6. Jones, C., Ramanau, R., Cross, S. & Healing, G., 2010. Net Generation or Digital Natives: Is there a Distinct New Generation entering University? *Computers & Education*, 54(3), pp.722–732. Available at: <http://linkinghub.elsevier.com/retrieve/pii/S0360131509002620>
7. Judd, T. 2018. “The rise and fall (?) of the digital natives,” *Australasian Journal of Educational Technology*, 34 (5), pp. 99–119. doi: <https://doi.org/10.14742/ajet.3821x>
8. Kennedy, G. E., Judd, T. S., Churchward, A. & Gray, K., 2008. First Year Students ’ Experiences with Technology: Are They Really Digital Natives ? *Australasian Journal of Educational Technology*, 24(1), pp.108–122. Available at: <http://www.ascilite.org.au/ajet/ajet24/kennedy.pdf>.
9. Kivunja, C. 2014. Theoretical perspectives of how digital natives learn. *International Journal of Higher Education*, 3(1), pp. 94-109.
10. Livingstone, S. & Helsper, E., 2010. Balancing Opportunities and Risks in Teenagers’ Use of the Internet: the Role of Online Skills and Internet Self-efficacy. *New Media & Society*, 12(2), pp.309–329. Available at <http://nms.sagepub.com/cgi/doi/10.1177/1461444809342697>

# References

10. Margaryan, A., Littlejohn, A. & Vojt, G., 2011. Are Digital Natives a Myth or Reality? University Students' Use of Digital Technologies. *Computers & Education*, 56(2), pp.429–440. Available at: <http://linkinghub.elsevier.com/retrieve/pii/S0360131510002563>
11. Oblinger, D.G. 2003. "Boomers, gen-xers and millennials: Understanding the new students," *EDUCAUSE Review*, 38(4), pp. 37–47.
12. Prensky, M. 2001a. "Digital natives, digital immigrants, Part 1," *On the Horizon*, volume 9, number 5, pp. 1–6. doi: <https://doi.org/10.1108/10748120110424816>.
13. Prensky, M. 2001b. "Digital natives, digital immigrants, Part 2: Do they really think differently?" *On the Horizon*, volume 9, number 6, pp. 1–6. doi: <https://doi.org/10.1108/10748120110424843>.
14. Sánchez, J., Salinas, A., Contreras, D. & Meyer, E., 2011. Does the New Digital Generation of Learners Exist? A Qualitative Study. *British Journal of Educational Technology*, 42(4), pp.543–556. Available at: <http://doi.wiley.com/10.1111/j.1467-8535.2010.01069.x>
15. Sorrentino, P. (2018). The mystery of the digital natives' existence: Questioning the validity of the Prenskian metaphor. *First Monday*, 23(10).
16. Tapscott, D., 1998. *Growing up Digital: the Rise of the Net Generation*, New York: MacGraw-Hill.
17. Tapscott, D., 2009. The Impending Demise of the University. *Edge* 288. Available at: <http://www.edge.org/documents/archive/edge288.html#tapscott>
18. Williams, P. & Rowlands, R., 2008. *The Google Generation: Information Behaviour of the Researcher of the Future. A British Library / JISC Study*, London.
19. Wikramanayake, G.N., (n.a.) *.Impact of Digital Technology on Education*. Available at [https://www.researchgate.net/publication/216361364\\_Impact\\_of\\_Digital\\_Technology\\_on\\_Education](https://www.researchgate.net/publication/216361364_Impact_of_Digital_Technology_on_Education)
20. Jones, C., Ramanau, R., Cross, S., & Healing, G., 2009. Net generation or Digital Natives: Is there a distinct new generation entering University? The institute of Educational Technology, The Open University. Available at [www.elsevier.com/locate/compedu](http://www.elsevier.com/locate/compedu)