

# Digital Natives-Digital Immigrants-Digital Hunter-Gatherers: Scaffolding Connectivism in the Classroom

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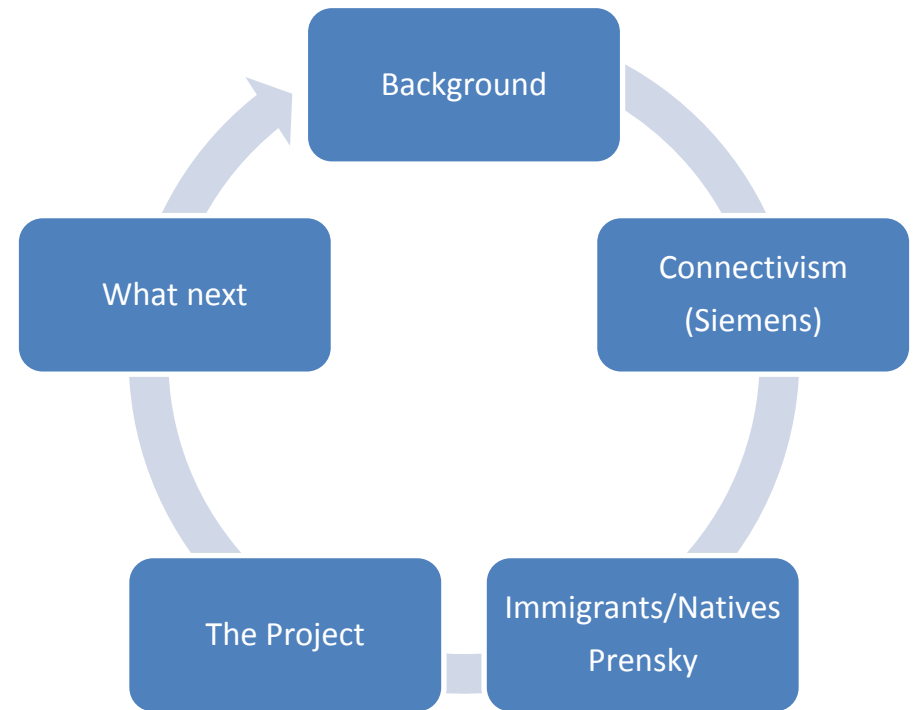
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“There are critical shifts in the use of the internet which we suggest are transforming the nature of relationships, citizenship and learning (White & Le Cornu, 2011, p.5)”

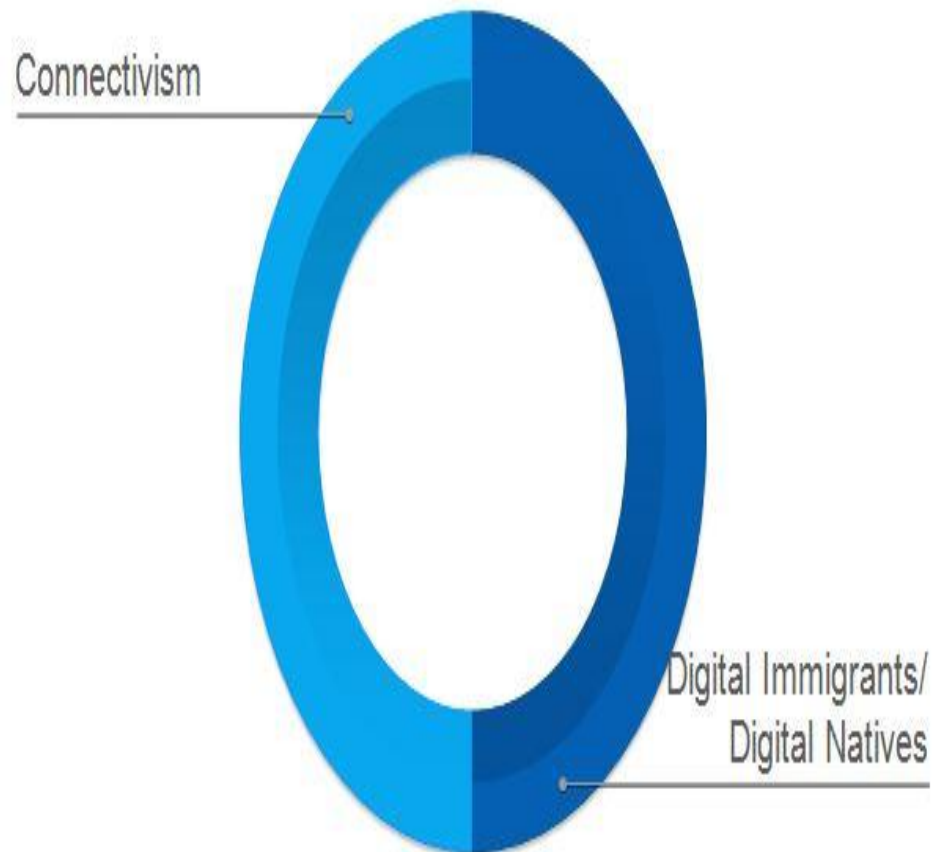
# Overview

- Background;
- Connectivism;
- Prensky's work
- The project;
  - Questions;
  - Methodology and methods;
  - Findings;
- What does this mean and what now?



# Background

- Siemens and Prensky's work;
- Creation of Knowledge;
- Connected nature of the world;
- Immigrant or Native determined by age.



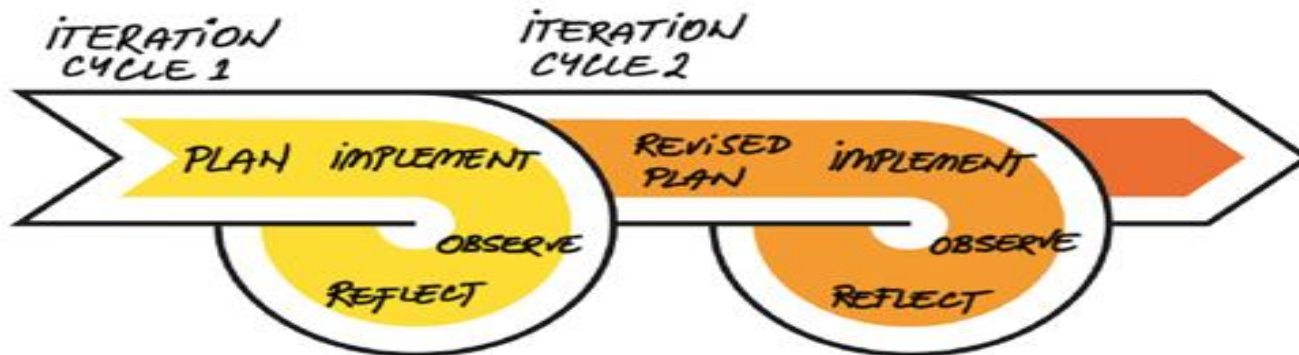
# Cycle One

- Change assignments to make them more interesting and student-friendly because they would be used to the environment;
- Assumption One: they would all have some skills (WRONG);
- Assumption Two: they would be comfortable in and familiar with the digital environment (WRONG);
- Response: scaffold the skills.



# Cycle Two

- Incorrect assumptions;
- Problem->solution-> Action Research Methodology;
- Response: scaffold the skills in a physical environment before moving to a digital one;
- Three steps in the classroom;
- One step for feedback;
- 25 responses to the questions.



# Findings: Question One

## Question One:

What, if any, experience do you have with on-line discussion?

## Response:

100% had only one experience of using Discussion Boards in a previous course.



# Question One (continued)

“We have some experience from our year two practicum with online discussion. Giving people feedback and answering questions once a week.”

“...just MIT discussion boards”

**Discussion** Experience Practicum



## Findings: Question Two

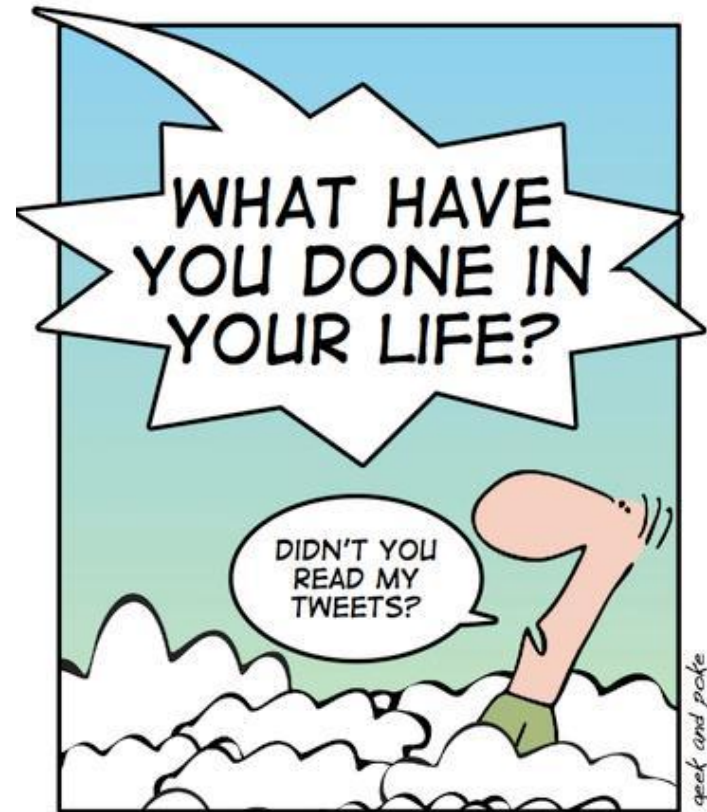
Question Two:

What, if anything, did you learn about collaborative discussion from the classroom activity?

Response

100% preferred the face-to-face environment with two specifically mentioning the context and body language in developing understanding .

Particular learning styles were also mentioned



THE LAST JUDGEMENT - PART 9

# Question Two (continued)

“Its good to have discussions with classmates in person. To see what everyone else is thinking, and then having a range of ideas to think further about.”

“This is not a preferred way for collaborative discussion, I would prefer face to face, verbal. I find communicating through writing is not my strength, putting thoughts, into words”

Collaborative Discussion Face to Face Ideas  
Learn Opinions Opportunity Think Thoughts  
Topics Understand Voice Words

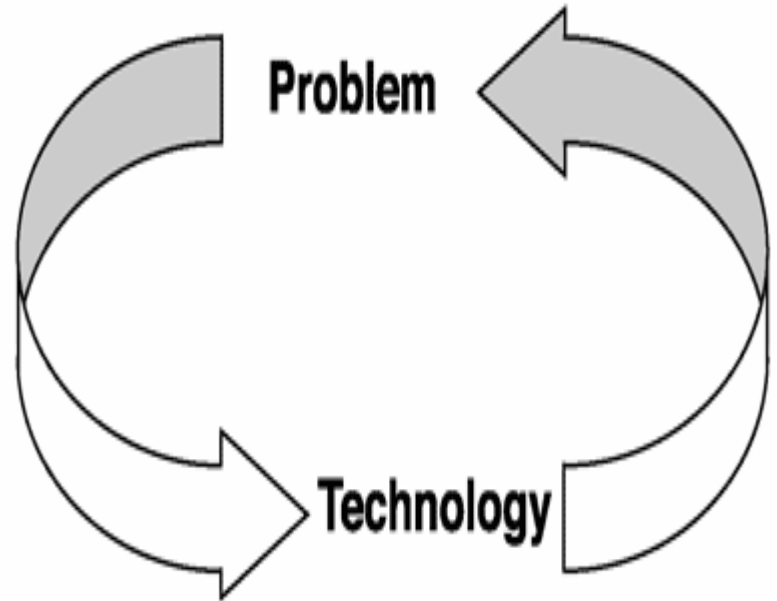
# Findings: Question Three

Question Three:

What, if anything, was particularly helpful/unhelpful during this activity?

Responses

2 commented on difficulties with the technology and one suggested that “the discussion boards were not hard”, the rest talked about what they learned from their colleagues.



# Question Three (continued)

“It was helpful because we were able to discuss in a group and were able to understand the question better”

“Its helpful given that we will later have to go on a online forum”

“Knowing how to respond to comments”

**Able Discuss** Individual Opinions Respond  
Students Think.

# What does this mean?

- Overwhelming dislike of on-line discussion, so choices need to be made when going partially on-line...
- What difference would using FaceBook and/or Twitter make?
- Writing responses is a different skill to discussing face-to-face and there might need to be some practice...

# So is Prensky right?

- Digital Natives/Immigrants or Digital Hunter-gatherers?
- A glimpse of the Digital Natives...



# References

- Marc Prensky, 2001, “Digital natives, digital immigrants,” *On the Horizon*, volume 9, number 5, at <http://www.marcprensky.com/writing/Prensky%20%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf>,.
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