

Digital Natives, Digital Immigrants and the Flipped Classroom



Changing the Way we
Deliver Instruction

Essential Questions

- What is the difference between active learning and passive learning environments?
- How do digital natives and digital immigrants differ?
- What does a flipped classroom look like?
- How can a flipped classroom model benefit both the teacher and the learner?

Digital Natives vs. Digital Immigrants

- **Digital Native**- coined by Marc Prensky and is [defined by wikipedia](#) as “a person who was born during or after the general introduction of digital technology, and through interacting with digital technology from an early age, has a greater understanding of its concepts. Conversely, a **digital immigrant** is an individual who was born before the existence of digital technology and adopted it to some extent later in life.
- Students in current day k-16 settings are among the first generations to grow up with **new technology**. These learners have lived their lives immersed in digital technology. Computers, videogames, iPods, iPads, flip cams, DVR’s, smart phones; these are just some of the tools for a digital native.
- According to Prensky (2001), “the average college grads have spent less than 5,000 hours of their lives reading, but over 10,000 hours playing video games (not to mention 20,000 hours watching TV). Computer games, email, the Internet, cell phones and instant messaging are integral parts of their lives.”

Digital Natives vs. Digital Immigrants

- There is clearly a disconnect between the ways in which digital natives and digital immigrants interact with technology. This disconnect is evident in our culture and also in our classrooms. Clearly, the ways in which a digital native learns does not resemble the “teaching style” of many of our current teachers. Generally speaking, the students are the ones who are expected to adapt to their teacher’s style. (Usually teacher centered, lecture driven)
- The amount of information in this instantaneous, interconnected, digital environment is vastly extensive and ubiquitous. The way in which students access, acquire and process information is fundamentally differently from all those who have come before them.

How are they different?

Digital Immigrants

- Send emails to themselves “to have a copy”
- Prefers to call over texting
- Print out emails to read or “to have a copy”
- Prefers to read books and other printed material
- Needs to print out a digital document in order to edit it

Digital Natives

- Access and receive information and digital text in a variety of formats almost instantly
- Multi-taskers, multi-processors
- Drawn to graphics before text
- Engage and interact with multiple types of digital hyperlinks
- Are interconnected with their peers and function in a variety of networks. (Texting, Facebook, Twitter, Instant Messaging, Facetime, Skype, Four Square, etc)
- Demand instant gratification and are driven by game-like incentives and gaming rewards.
- Networked “Gamers” – PS3, Xbox Live, Nintendo DS
- Rarely use email to communicate

A Growing Disparity

Digital Immigrant teachers are comfortable in a classroom where they are in control of disseminating and interpreting information for the digital natives in their classrooms. Their classes are for the most part are lectures, discussions or demonstrations where the students are expected to passively sit and absorb short term memory facts that require recall, not problem solving. Notes once written on a blackboard or overhead transparency have been replaced by PowerPoint presentations where students are asked to take notes.

Digital Natives growing up in the “nearly now” of instant gratification, cause and effect speed of video games and digital television are wired differently. They are used to the instantaneity of hypertext, downloaded music, phones in their pockets, a library on their laptops, beamed messages and instant messaging. (Prensky, 2001) They have been connected and networked most or all of their lives. These learners have a difficult time sitting for lectures, how-to steps for solving problems created for them and teacher centered instruction. These students are asked to come to class and disconnect from the stimulation of the environments they have created for themselves outside of school.

Change the Paradigm

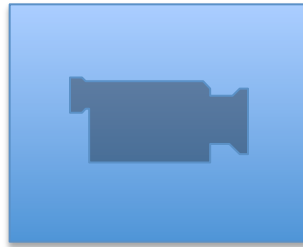
- Finding the balance between the aspects of teaching and learning that need to change and those best practices that still have a place in the classroom is a difficult task.
- Does making the shift from a 20th century teacher centered factory model of instruction to a 21st century inquiry based, student centered constructivist learning environment requires a seismic pedagogical shift?

The Flipped Classroom

- Some educators feel that the shift that is needed is really more of a flip of instruction. Rather than giving the students information in class and have them practice and demonstrate understanding through homework, these teachers do the reverse.
- Through inquiry based or problem based learning activities, students are giving presentations or video demonstrations to view for homework and asked to demonstrate what they learned in class the following day. Assessments are more formative and allow for students to demonstrate understanding through work that they create, collaborate and share with their peers using web-based digital tools.

Further Examination...

- In order to gain a better understanding, please view this brief video clip that gives specific examples of a flipped classroom. (Video found on our week 2 class wiki.)



- Following this presentation, please go to our Blackboard page for this week's assignments.