

## שאלתה: דרכי הלמידה של דור Z

דור המילניום, דור Z, למידה, new millennium learners, geberation z,

1.

מספר פריט:	12575
מיון:	10.149.1
סוג:	ספר
כותר:	חומות החינוך נפלו ברשת? מורים, תלמידים ורשתות חברתיות
עורך:	שוורץ, ברוך /רוזנברג, חננאל /אסטרן, קריסטה
מו"ל:	מכון מופ"ת
סידרה:	כליל
שנה:	2017
עמודים:	283
מקום:	תל אביב
מילות מפתח:	רשתות חברתיות; תקשורת בינאישית; נוער; טכנולוגיה; יחסי מורים-תלמידים;

### תקציר:

הרשתות החברתיות - והמדיה החברתית בכללותה - יצרו מהפכה של ממש במרחב הדיגיטלי. ערוצים אלה מאפשרים תקשורת אינטראקטיבית, שוויונית, לעיתים גם אינטימית, המאתגרת מבנים חברתיים, גבולות תרבותיים והיררכיות מוסדיות. נתונים מכל רחבי העולם מצביעים על כך שעיקר המשתמשים שאימצו ערוצים אלו הם צעירים ובני נוער, **ילידי דור ה-Y ("ילידי המילניום") ועמיתיהם הצעירים ילידי דור ה-Z.**

נראה כי גם בהקשר החינוכי הרשתות החברתיות מחוללות שינוי משמעותי, לא רק ככלי טכנולוגי המאפשר את בנייתן של פרקטיקות למידה חדשות. מדובר בשינוי הנוגע במהותה של האינטראקציה בין מורה לתלמיד, זו המתרחשת דווקא מחוץ לכותלי בית הספר, עוד קודם כניסתו של המורה פנימה. הספר דן במגוון היבטים של תקשורת מורה-תלמיד ברשתות החברתיות מנקודת המבט של המורים והתלמידים כאחד באמצעות שילוב דיסציפלינות מתחום החינוך, הפסיכולוגיה, התקשורת והמשפט. פרקי הספר מציגים מנעד רחב של סוגיות, וביניהן פוטנציאל השימוש ברשתות החברתיות לצורכי בנייה של קהיליית לומדים; ניטור ותמיכה בתלמידים במצוקה בתקופת שגרה ובזמני מלחמה; התמודדות עם היבטים אתיים ועיסוק במדיניות חינוכית-מערכתית לאור הדילמות העולות מקשרים אלה. על אף ההתפתחויות המהירות החלות במרחבי המדיה, וממילא גם בשדה החינוך, ספר זה מעניק תובנות מקוריות וכלים חשובים לאלה המבקשים לחקור ולחנך בני נוער באקלים הטכנולוגי הנוכחי.

2.

כותר

מיומנויות למידה במאה ה-21: המלצות ליישום בהכשרות צה"ל / רס"ן זיו כהן

מחבר/יוצר

כהן, זיו

שנת פרסום

2016

נושא

צה"ל

מיומנויות מקצועיות

הכשרה מקצועית בצבא

למידה

דור ה-Y

מערכת החינוך

מידע

מזהה

ISSN : 0464-2147

מתוך

מערכות, 468-469, (חשוון התשע"ז, נובמבר 2016), עמ' 74-81

שפה

עברית

lds44

המאמר ירחיב על מיומנויות הלמידה במאה ה-21, המותאמות למאפייני האישיות ותחום הלמידה, ויציע כמה דרכים ליישומן בהכשרות צה"ל.

.3

כותר

**הממצאים חתרו נגד המסר / אריה דיין**

הערה

ביום עיון במכללה האקדמית תל אביב-יפו, נדונו האתגרים וההתמודדות במפגש עם דור ה-Y, מאפיינים וממצאים.

מחבר/יוצר

דיין, אריה

שנת פרסום

2013

נושא

חינוך -- ועידות וכנסים

דור ה-Y

סטודנטים

מזהה

ISSN : 0017-9493

מתוך

הד החינוך , 87 (5): 125 , 2013

שפה

עברית

4. כותר

**דור הגוגל - אתגר למערכת החינוך / ערן גולדנברג**

מחבר/יוצר

גולדנברג, ערן (אוניברסיטת חיפה)

שנת פרסום

2016

נושא

דור ה-Y

אוריינות מידע

הערכת מידע

התנהגות אתור מידע

חינוך לשימוש במידע

תרבות דיגיטלית

אינטרנט -- היבטים פסיכולוגיים וחברתיים

אנציקלופדיות ממוחשבות

ספריות בתי ספר

תלמידים

מידענים

מורים

ויקיפדיה

מתוך

לימודים, 13 (תשע"ז, 2016-2017)

שפה

עברית

lds44

המאמר עוסק באתגרי מערכת החינוך ומורי בתי-הספר עם דפוסי איתור וחיפוש מידע של תלמידי בתי-הספר, "דור הגוגל" או "דור המילניום", ברשת האינטרנט.

.5

כותר

**דור הגוגל ואוריינות מידע: האתגרים של מערכת החינוך ומורי וספרני בתי הספר עם דפוסי איתור וחיפוש מידע של תלמידי בתי הספר ברשת האינטרנט / ערן**

**גולדנברג**

מחבר/יוצר

גולדנברג, ערן (אוניברסיטת חיפה)

שנת פרסום

2014

נושא

דור ה-Y

אוריינות מידע

הערכת מידע

אחזור מידע

התנהגות אתור מידע

חינוך לשימוש במידע

משתמשים במחשבים

תרבות דיגיטלית

אינטרנט -- היבטים פסיכולוגיים וחברתיים

אנציקלופדיות ממוחשבות

ספריות בתי ספר

ספרנים

תלמידים

מידענים

מורים

נוער

ויקיפדיה

מזהה

ISSN : 0793-8225

מתוך

פנים: כתב-עת לתרבות, חברה וחינוך, 65: 69-76, 2014

שפה

עברית

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מטרתו של מאמר זה לתת מענה כיצד יכולים מערכת החינוך, מורי וספרני בתי הספר לסייע לתלמידים - "דור הגוגל" לשפר את דפוסי חיפוש המידע שלהם ברשת האינטרנט. תחילתו של המאמר הוא בסקירה ספרות אודות "דור הגוגל", המשכו בדפוסי חיפוש ושימוש במידע בקרב התלמידים למטרת הכנת שיעורי בית, הכנת עבודות ולמידה למבחנים, תוך התמקדות באנציקלופדיה המקוונת "וויקיפדיה". בסיומו של המאמר, מספק המחבר כלים להערכת מידע למקורות מרשת האינטרנט אשר ביכולתם לסייע לתלמידים, עת הם מחפשים מידע ברשת

6.

### **Developing an Educational Performance Indicator for New Millennium Learners.**

Authors:

Myunghee Kang<sup>1</sup>

Heeok Heo<sup>2</sup>

Il-Hyun Jo<sup>1</sup>

Jongho Shin<sup>3</sup>

Jeonghee Seo<sup>4</sup>

Source:

Journal of Research on Technology in Education. Winter2010, Vol. 43  
Issue 2, p157-170. 14p. 12 Charts.

Document Type:

Article

Subject Terms:

\*EDUCATIONAL tests & measurements

\*LEARNING

\*AFFECTIVE education

\*LITERATURE reviews

\*FACTOR analysis

Author-Supplied Keywords:

affective domain

cognitive domain

Educational performance

new millennium learners

sociocultural domain

**Abstract:**

Educational performance based on the learning outcomes of formal schooling in a future knowledge society could be significantly different from that of today. This study investigates the possibilities of developing an educational performance indicator for new-millennium learners (NMLs). The researchers conducted literature reviews, a meeting of experts, pilot studies, and a nationwide survey to define and refine a concept of educational performance required by a knowledge society. The study identified cognitive, affective, and sociocultural domains as core constructs of the indicator. We conducted exploratory and confirmatory factor analysis to validate the indicator. We have identified three domains with four factors in each have to measure the

educational performance of NMLs. Information management, knowledge construction, knowledge utilization, and problem-solving abilities are four factors in the cognitive domain. The affective domain consists of self-identity, self-value, self-directedness, and self-accountability factors. Finally, the sociocultural domain includes social membership, social receptivity, socialization, and social fulfillment factors.

7.

### **DEVELOPING AN EDUCATIONAL PERFORMANCE INDICATOR FOR NEW MILLENNIUM LEARNERS.**

Authors:

Myunghee Kang<sup>1</sup>

Ilhyun Jo<sup>1</sup>

Misoon Park<sup>1</sup>

Sujie Lee<sup>1</sup>

Hye Yoon Jung<sup>1</sup>

Ji Eun Lee<sup>1</sup>

Woori Kang<sup>1</sup>

Source:

Proceedings of the IADIS International Conference on Cognition & Exploratory Learning in Digital Age; 2009, p101-109, 9p, 12 Charts

Document Type:

Article

Subjects:

Education

Learning

Information resources management

Self-evaluation

Socialization

Social processes

Author Supplied Keywords:

affective domain

cognitive domain

educational performance

ICT use

new millennium learners

socio-cultural domain

**Abstract:**

This paper redirects the evaluation of current education and prepares a new scale to measure educational performance of New Millennium Learners who will become core talents in future society. Based on literature review, experts' validation, pilot studies, and national survey, three domains with four factors of each have been identified. Cognitive domain includes information management, knowledge construction, knowledge utilization, and problem-solving abilities. Affective domain contains self-identity, self-value, self-directedness and self-accountability factors. Socio-cultural domain includes social membership, social receptivity, socialization, and social fulfillment.

8.

**Meeting the "Digital Natives": Understanding the Acceptance of Technology in Classrooms.**

Authors:

Xiaoqing Gu1, xqgu@ses.ecnu.edu.cn

Yuankun Zhu1, hyk99@yahoo.com.cn

Xiaofeng Guo1, guoxiaofeng2010@hotmail.com

Source:

Journal of Educational Technology & Society; Jan2013, Vol. 16 Issue 1, p392-402, 11p



Document Type:

Article

Subjects:

Educational technology

Classrooms -- Research

Educational technology research

Information & communication technologies

Acceptance (Psychology(

Shanghai (China(

Author Supplied Keywords:

Digital immigrants

Digital natives

ICT-integration

New millennium learners

Technology acceptance

**Abstract:**

The past few decades have witnessed the rapid development of information and communication technology around the world, as well as continuing efforts to introduce technology into K12 schools. To gauge the success of integrating technology into classrooms, how end users, including teachers and students, accept and use technology while overcoming a new kind of digital gap needs to be investigated. To better assess the integration of technology into the classroom experience, the current study aimed to understand the difference between teachers and students' acceptance of technology. The participants in this study were chosen through stratified random sampling in Shanghai. A research model with related factors compiled from literature on technology acceptance was used to collect data. The results indicated that the differences between teachers and students with regard to technology lie in how they utilize technology and how

important they perceived it to be. The results of this study may help us better understand new millennium learners and provide them proper classroom technology products.

9.

**OECD Work on Technology and Education: innovative learning environments as an integrating framework.**

Authors:

Istance, David

Kools, Marco

Source:

European Journal of Education. Mar2013, Vol. 48 Issue 1, p43-57. 16p.

3 Diagrams.

Document Type:

Article

Subject Terms:

\*EDUCATIONAL technology

\*EDUCATIONAL innovations

\*CLASSROOM environment

\*COMPUTER assisted instruction

Author-Supplied Keywords:

education

innovation

learning environments

OECD

technology

Company/Entity:

ORGANISATION for Economic Co-operation & Development

NAICS/Industry Codes:

919110International and other extra-territorial public administration

928120International Affairs

**Abstract:**

This article presents in summary a selection of the work conducted by OECD in the field of technology and education, which has been an on-going focus of OECD work since the 1980s. Recently, much of this has been under the heading of 'New Millennium Learners', but it has also included the widening of student achievement surveys towards digital literacy; reviews of e-learning in higher education, surveys on Open Education Resources ( OER); technology as a source of innovation; and analyses of the digital resources market and educational technology patents. The article proposes the more holistic focus on 'learning environments' through which to analyse the very diverse ways in which technology can be integrated into education and as a design framework. This is drawn from a report of the OECD Innovative Learning Environments ( ILE) project to be published in 2013, itself based on 40 case studies from different countries and regions. It suggests that contemporary learning environments should be: i) Innovating the 'pedagogical core'; ii) Engaging the 'Design/Redesign Leadership Circle'; iii) Widening connections and capacity through partnerships; and iv) Promoting 21st century effectiveness (based on the principles derived from the 2010 ILE learning research review). The article then applies this framework to show how technology shapes learning environments in many different ways. The article questions over-reliance on individuals navigating successfully to access non-formal learning opportunities and rejects the argument that learning institutions should simply adapt more adequately to available technologies. Instead, technology should be fully exploited in well-designed learning environments.

10.

.IMAGINATION AND AUTHENTIC LEARNING

Images

Diagram

:Authors

CIOLAN, Lucian1, lucian.ciolan@fpse.unibuc.ro

:Source

eLearning & Software for Education; 2013, Issue 2, p470-473, 4p, 1

Diagram

:Document Type

Article

:Subjects

Learning

Authentic learning

Cognitive learning

Education methodology

(Curricula (Courses of study

:Author Supplied Keywords

authentic learning

imagination

learning environments

Language of Keywords: Nepali

:Abstract

When developing curriculum and designing learning experiences, the pedagogy focused on different aspects, as learning practice evolved over the years. If the content was considered for a long time the most important part of the process, its supremacy was dethroned as the knowledge and information produced and accumulated by human kind became almost incommensurable, and the pace of becoming obsolete alarming... So, a next wave proposed the learning outcomes as being the key principle for organizing the learning, and a whole range of

formulations came into everyday educational language: objectives, standards, attainment targets, competences or qualifications. But it seems none of these approaches is adapted enough to instill authentic learning for the digital natives. Having a great value from the planning and development perspective, this outcome-based approach seem to be not sufficient in generating authentic learning. The current paper deals with the challenges of creating the conditions for authentic learning in the case of the new millennium learners. As one of the key perspectives on learning process is to create disposition for learning, we will analyze how virtual learning environments positively impacts and supports high quality learning processes. A new trend in curriculum development and learning practice is emerging, with a key focus on learning scenarios which can nurture a consistent disposition for learning processes. Constructing learning is highly enhanced by the learning environments, not only referring to physical ones, but also to all components (physical, cognitive, emotional and actional) of a learning situation. The consequences at learning practice level will be investigated, with a special attention to the VLEs.

11.

**Power Users and patchworking - An analytical approach to critical studies of young people's learning with digital media.**

Authors:

Ryberg, Thomas1 ryberg@hum.aau.dk

Dirckinck-Holmfeld, Lone1

Source:

Educational Media International. Sep2008, Vol. 45 Issue 3, p143-156.

14p. 1 Black and White Photograph, 1 Diagram, 1 Chart.

Document Type:

Article

Subject Terms:

- \*LEARNING
- \*EXPERIENTIAL learning
- \*ACTIVITY programs in education
- \*EXPERIMENTAL methods in education
- \*EDUCATIONAL technology
- \*EDUCATIONAL innovations
- \*DIGITAL media
- \*DIGITAL communications
- \*COMMUNICATION & technology

Author-Supplied Keywords:

collaboration

ICT

patchworking

Power Users

technology-enhanced learning

youth

NAICS/Industry Codes:

519130Internet Publishing and Broadcasting and Web Search Portals

**Abstract:**

This paper sets out to problematise generational categories such as “Power Users” or “New Millennium Learners” by discussing these in the light of recent research on youth and information and communication technology. We then suggest analytic and conceptual pathways to engage in more critical and empirically founded studies of young people's learning in technology and media-rich settings. Based on a study of a group of young “Power Users”, it is argued that conceptualising and analysing learning as a process of patchworking can enhance our knowledge of young people's learning in such settings...

12.

### **Adapting Your Teaching to Accommodate the Net Generation /Z-Generation of Learners.**

Authors:

CHICIOREANU, Teodora Daniela<sup>1</sup>, chicioreanu@gmail.com

AMZA, Catalin Gheorghe<sup>1</sup>, amza\_catalin@yahoo.com

Source:

eLearning & Software for Education; 2018, Vol. 3, p13-20, 8p

Document Type:

Article

Subjects:

Teaching methods

Higher education

Massive open online courses

Educational technology

Millennials

Generation Z

Augmented reality

Author Supplied Keywords:

AR

e-learning

MOOC

new technologies

teaching strategies

team-based learning

VR

#### **Abstract:**

The higher education is undergoing a continuous change due to both the students, and the newly developed technologies. The evolution of technology is undergoing a constant make-over and it affects the

teaching - learning strategies all over the world. The integration of MOOCs (Massive Open Online Courses), AR (augmented reality), VR (virtual reality), MR (mixed or merged reality), TBL (team-based learning) in the teaching activity gives new opportunities to teachers and students alike to teach/learn new information in various contexts, different from the traditional ones. Concurrently, the teachers/trainers are now faced with the challenge of adapting their teaching styles in order to foster a new generation of students/trainees. The iGen / Generation Z, now entering university, as well as the current Generation Net / Generation Y / Millennials, have new learning expectations, styles and needs, different from the students in the past. In the theoretical part, this paper offers some examples of how the teaching strategies can be shaped in order to best adapt to the new generations and to the new technologies given the preferences of the former (experiential learning and interactivity). In the second part, the paper offers only some of the results obtained during a research (given the limited space) coming to confirm these theoretical aspects, a research which was performed within the GEX project - Optimizarea performantelor academice prin utilizarea mLearning-ului (Optimisation of academic performances by using mLearning), a research funded by the POLITEHNICA University in Bucharest. The target group consisted of 94 students/respondents studying in 8 faculties (the Automatics and Computer Faculty , the Entrepreneurship, Business Engineering and Management Faculty, the Mechanical Engineering and Mechatronics Faculty, the Technological System Engineering and Management Faculty, the Biotechnical System Engineering Faculty, the Electrical Engineering Faculty, the Faculty of Engineering in Foreign Languages, and the Applied Science Faculty).

13.



## Is Facebook a Suitable Tool in Modern World Technology for Active Learning in as Regards 21st Century Learning?

Authors:

Thinnukool, Orawit1, orawit.t@cmu.ac.th

Kongchouy, Noodchanath2

Source:

International Journal of Emerging Technologies in Learning; 2017, Vol. 12 Issue 10, p173-191, 19p, 4 Color Photographs, 2 Diagrams, 4 Charts, 2 Graphs

Document Type:

Article

Subjects:

Facebook (Web resource)

Active learning

Classrooms

Learning ability

Technological innovations

Author Supplied Keywords:

active learning

Generation Z

learning effectiveness

students' satisfaction

Abstract:

The style of learning nowadays has been changed, especially for students of Generation Z. A suitable technique for teaching courses needs to be adopted to improve the learning effectiveness of students. Modern technology and an up-to-date tool affect student learning abilities, especially in 21st century learning, which requires students to learn by doing. Tools and environment are aspects that can encourage students to have high learning efficiency. Facebook, a powerful

medium, was used as a tool to support students' learning. This study aims to conduct research and test learning efficiency and student satisfaction in the course of rapid application development by setting two environments in classrooms by using a difference tool. The experiment found that the two environments had two different outcomes, which may suggest that setting up an active learning environment by using Facebook in classrooms can prove to be beneficial. Although the new technology of using Facebook provided higher learning outcomes, it was not found to affect all students. Interesting results and implications for research are discussed.

14.

#### **Generation Z, meet cooperative learning.**

Authors:

Igel, Charles, [cigel@mcrel.org](mailto:cigel@mcrel.org)

Urquhart, Vicki, [vurquhart@mcrel.org](mailto:vurquhart@mcrel.org)

Source:

Middle School Journal; Mar2012, Vol. 43 Issue 4, p16-21, 6p, 1 Color Photograph, 1 Chart

Document Type:

Article

Subjects:

Collaborative learning

Middle school students

Group work in education

Learning goals

Critical thinking

Cognitive development

Abstract:

In this article the authors discuss the concept of collaborative learning and explore reasons it may be beneficial as an instructional strategy for middle school students that are part of Generation Z. They outline how group work, goal setting, and accountability play a role in the effective use of collaborative learning and argue that this approach develops critical thinking skills that are necessary for middle school students in their cognitive development.

15.

**Coming in 2017: A New Generation of Graduate Students--The Z Generation.**

Authors:

Zorn, Robert L.1

Source:

College & University; 2017, Vol. 92 Issue 1, p61-63, 3p

Document Type:

Article

Subjects:

Blended learning

Student engagement

Collaborative learning

World Wide Web

Generation Z

Graduate students -- United States

**Abstract:**

The article focuses on the Generation Z in the U.S. considered as a new generation of graduate Students. It mentions the Generation Z is considered as internet savvy and internet reliant which adopts hybrid learning. It also mentions the role of online tools in blended courses in enhancing student engagement and enable all students to benefit from

collaborative learning and online component of blended learning links students to the World Wide Web.

16.

### **Combining Technology with Interactive Learning to Teach Generation Z.**

Authors:

Fuller, Alicia<sup>1</sup>, acf4l33i@huskies.bloomu.edu

Source:

Business Education Forum; Oct2017, Vol. 72 Issue 1, p14-16, 3p

Document Type:

Article

Subjects:

Interactive learning

Active learning

Teaching methods

Virtual reality in education

Generation Z -- Psychology

Author Affiliations:

<sup>1</sup>Graduate student seeking an M.Ed. at Bloomsburg University of Pennsylvania, Bloomsburg, Pennsylvania

17.

### **Challenges and Difficulties to Teaching Engineering to Generation Z: a case research.**

Alternate Title:

Desafíos y dificultades en la enseñanza de la ingeniería a la generación Z: Un caso de estudio.

Authors:

Correia Barreiro, Suamit<sup>1</sup>

Fernando Bozutti, Daniel2 dbozutti@unaerp.br

Source:

Propósitos y Representaciones. jul-dic2017, Vol. 5 Issue 2, p127-153.  
27p.

Document Type:

Article

Subject Terms:

\*COLLEGE teachers

\*PATHOGNOMY

\*LEARNING

\*ENGINEERING education

\*ENGINEERING textbooks

Author-Supplied Keywords:

Case Research

Generation Z

Higher Education

Instructors

Teaching-learning in engineering

caso de estudio

educación superior

enseñanza y aprendizaje en la ingeniería

Generación Z

profesores

Language of Keywords: English; Spanish

**Abstract (English):**

Many people from generation Z are at the beginning of their academic activities. This generation has peculiar characteristics that might be a challenge in the labor market. Thus, instructors have a great role in their preparation. However, professors might face difficulties dealing with their specific characteristics. The research aims to carry out a

general survey to enable an understanding of the greater challenges and difficulties in teaching the subject of engineering to the students of Generation Z. The research method used was a case study at a University with 20 instructors from the Faculty of Engineering. The analysis revealed a great challenge in relating theoretical concepts with practical concepts. The research also showed a probable tendency of using more exhibition methods, and the low knowledge about generation Z by most instructors. This study seeks to contribute to the teaching-learning process of engineering.

18.

**The Appeal and Applicability of ICT Study Materials - The Viewpoint of Generation-Z Pre-Service Teachers.**

Alternate Title:

Zanimivost in uporabnost študijskih vsebin IKT - vidikbodoèih uèiteljev generacije Z.

Authors:

Bratina, Tomaž<sup>1</sup>, tomaz.bratina@um.si

Source:

Journal of Elementary Education / Revija za Elementarno Izobraževanje; mar2017, Vol. 10 Issue 1, p115-126, 12p

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Moodle (Computer software)

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Language of Keywords: English; Slovenian

**Abstract (English):**

Effective contemporary teaching is closely connected to the inclusion of ICT, which comprises technological tools and the preparation and distribution of multimedia learning content. Therefore, one of the objectives of pre-service teacher education is to produce a technologically competent teacher. For this reason, the study programme includes a range of learning content where pre-service teachers engage in practical work in order to learn about the uses of ICT, tools and procedures for the production and distribution of multimedia learning content. Current generations of pre-service teachers are considered as belonging to Generation Z, or digital natives, and we can consequently expect experience, greater interest in studying the material and motivation to use ICT in their work. After the conclusion of the ICT in Education course, a study was prepared focusing on the learning materials that pre-service teachers find interesting, how they assess the applicability and transferability of this material and on the assessment of their own qualification for preparing multimedia learning materials. The results have shown that

contemporary generations are familiar with working with ICT; however, they lack the experience and knowledge for using programs and tools. They want more knowledge and practical work in preparing multimedia learning material and in its distribution. The possibility of distributing multimedia learning content has resulted in a notable interest in working with Moodle, which is evident from the comparison of results from this year's generation and those from two years ago. Students believe that the syllabus provided is interesting and useful. The acquired knowledge will be useful in the production of future learning materials and for work in other courses. The findings of the study will be used in the updating and preparation of future syllabi.

19.

**A COMPARATIVE INVESTIGATION OF ENGLISH LANGUAGE PROFICIENCY AND ACADEMIC PERFORMANCE OF CURRENT UNDERGRADUATE STUDENTS WITH SPECIAL REFERENCE TO GENERATION Z: RURAL VERSUS URBAN STUDENTS.**

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Source:

Proceedings of the International Scientific Conference: Rural Development. 2017, p1356-1364. 9p.

Document Type:

Article

Subject Terms:

\*COMPARATIVE method

\*ENGLISH language

\*UNDERGRADUATES

\*COGNITIVE styles



\*ACADEMIC achievement

Author-Supplied Keywords:

English Language Proficiency

generation Z

rural

urban

**Abstract:**

Understanding the audience is the key to successful communication. Therefore, an effective teacher has to consider manifold differences among the students in any given classroom: the characteristics of the students, the mindset of the generation, the variety of learning styles, the students' needs and goals, and their educational background. Since Aleksandras Stulginskis University (ASU) awards the degrees in food sciences and agriculture, a sizeable part of the students come to study from rural areas. Recent educational research in the USA, UK and Lithuania have revealed a significant difference in the academic performance of the students from rural and urban areas, however, it is still an unresolved problem for the educational institutions in Lithuania. This area has an insubstantial amount of research documented. Thus, the current research aims at investigating the relationship between the location of the school, a student graduated from, and the results of the English Language Diagnostic Test as well as analysing the academic performance of the Agronomy Faculty students through the 2nd, 3rd and 4th semesters. The study focuses on our current undergraduate students - the always-connected, app-happy, smartphone-dependent, born with the Internet, technology, and social media Generation Z. The research methods involve the statistical and comparative analyses of the urban and rural student academic performance (diagnostic test results, examination grades of the 2nd, 3rd and 4th semesters) in the English language; the theoretical assumptions based on the related

scientific literature and documents on educational statistics, and the investigation of motivational factors influencing the academic performance of the Generation Z students in line with the processed survey results. The research was initiated in 2015, student academic performance was monitored through the period from 2015 to 2017, and the survey was administered in 2017. The research findings indicate that students from rural schools have an inferior level of the English language compared to the students that finished schools in urban areas, whereas the examination results through the second, third and fourth semesters unveiled an unexpected tendency. Figures show that students from rural schools not only managed to catch up with their colleagues from urban schools, but also outperformed their urban-school peers by roughly increasing rates of their performance. The research evidence could aid teachers and education policy makers, providing a better understanding of Generation Z students from rural and urban areas and factors influencing students' performance.

20.

**Teaching Millennials and Generation Z: Bridging the Generational Divide.**

Authors:

Shatto, Bobbi1 bshatto@slu.edu

Source:

Creative Nursing. 2017, Vol. 23 Issue 1, p24-28. 5p.

Document Type:

Article

Subject Terms:

\*AGE distribution

\*INTERGENERATIONAL relations

\*INTERNET

\*LEARNING strategies

\*NURSING education

\*TEACHING methods

\*MILLENNIALS

Author-Supplied Keywords:

Generation Z

generational conflict

millennial

teaching methods

technology

NAICS/Industry Codes:

519130Internet Publishing and Broadcasting and Web Search Portals

517110Wired Telecommunications Carriers

Abstract:

The article explores the generational conflict or generational divide that can occur between nursing faculty members and students in Generations Y and Z and offers solutions to these issues. Topics include the characteristics of both millennials and Generation Z, their generational differences, and the use of technology in the classroom as one recommendation to alleviate generational conflict.

21.

### **Does the New Digital Generation of Learners Exist? A Qualitative Study.**

Authors:

Sánchez, Jaime

Salinas, Alvaro

Contreras, David

Meyer, Eduardo

Source:

British Journal of Educational Technology; July 2011, Vol. 42 Issue 4,  
p543-556, 14p

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Subjects:

Educational technology

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Chileans

Digital media

Interviewing

Data analysis

Learning

Methodology

Statistical sampling

Qualitative research

Keywords:

Generation Z

**Abstract:**

This paper seeks to contribute to the discussion on the current generation of students and their relationship to technology, providing qualitative, empirical information obtained in the Chilean context. The study analyses and discusses the ideas regarding the emergence of a new generation of learners, or digital natives, as characterised by wide-ranging access to digital media and by having new skills and abilities. In-depth interviews held with students and teachers from four different cities in the country are analysed. The data shows evidence of a generation of learners without shared traits, with segments of learners

presenting practices that do not characterise the entire generation. In addition, the data shows that the skills and abilities described in the literature do not represent a precise description of those that the students exploit when using technology. Beyond the ability to work simultaneously on several tasks, some learners have the ability to manage the attention that they pay to their work on the computer in sophisticated ways, and although some prefer images to words on paper, among others, there is still a taste for reading actual printed books. All in all, students and teachers describe a certain distance and conflict between the practices with the use of ICTs and their everyday school experiences. Reprinted by permission of the publisher.

22.

### **Generation Z: Educating and Engaging the Next Generation of Students**

Seemiller, Corey; Grace, Meghan. About Campus Vol. 22, Iss. 3, (Jul 2017 - Aug 2017): 21-26. DOI:10.1002/abc.21293

#### **Abstract**

In 1995, the Internet was born. So, too, was Generation Z. The oldest of this post-Millennial generation arrived to college in 2013, and more than four years later, Generation Z students fill the nation's classrooms, campus programs, and residence halls. In order to recruit, educate, and graduate this new generational cohort effectively, educators must understand the overarching characteristics, perspectives, and styles of these students. In 2014, the authors decided to conduct a study of more than 750 Generation Z students from 15 institutions of varying sizes and types across the country. The study provided insights on this generation's perspectives, styles, preferences, concerns, and beliefs as they related to politics, spirituality, motivation, communication, social issues, community

engagement, relationships, leadership, and learning. They supplemented their findings with emerging generational research, market research, social and behavioral science studies, and national polling data. In this article, they present their study's findings, as well as results from several large studies that include more than 150,000 students, in their 2016 book, "Generation Z Goes to College." This research shows that while Generation Z shares some characteristics with Millennials, it is a vastly different generational cohort. Current campus environments have been designed for previous generations, which do not and cannot fully meet the needs, interests, and learning preferences of Generation Z students.

23.

### **An Examination of Gen Z Learners Attending a Minority University**

Buzzetto-Hollywood, Nicole A.; Alade, Ayodele Julius. *Interdisciplinary Journal of e-Skills and Lifelong Learning* Vol. 14, (2018): 41-53.

#### **Abstract**

Translate Abstract

**Aim/Purpose:** This paper presents the preliminary findings of a pilot survey that sought to examine the technology uses, backgrounds, needs, interests, career goals, and professional expectations of Generation Z students enrolled at a minority serving institution in the United States Mid-Atlantic region. **Background:** Students entering college today are part of Generation Z born in the late 90's through 2016. Known for their short attention spans and heightened ability to multi-task, they already outnumber millennials and are the first true digital natives born during the age of smart phone. **Methodology:** In the fall of 2017, an online student perception survey was piloted with students enrolled at a mid-Atlantic minority-serving institution. The survey included a combination of dichotomous, Likert-scaled, and

ranking questions. The survey was administered electronically using the Survey Monkey system to students following completion of core computer concepts courses and explored their technology backgrounds, skills, perceived computing self-efficacy, and the role they predict technology will play in their future career. The data was subsequently exported to Microsoft Excel and SPSS where descriptive statistical analyses were conducted. Contribution: As Generation Z descends on college campuses, with their technology dominated backgrounds and different communications, learning, and social preferences, it is important to better understand this generation whose needs and expectations will help shape the future of higher education. Additionally, this study also provides research on a population (first-generation minority college students) that is expanding in numbers in higher education and that the literature, reports is impacted negatively by the digital divide and educational inequalities. This paper is timely and relevant and helps to extend our understanding of Generation Z. Findings: The findings show that Generation Z learners enrolled in a minority-serving institution enjoy computer classes, feel that using computers comes easy to them; and perceive themselves as experts in the use of social media, mobile operating systems, using a smart phone, searching the Web, and email. Participants also reported that they want to be more technologically literate, want to be more skilled in computer software applications, and are interested in learning about cyber security. In terms of the future, most respondents also believe that their career will require them to analyze information to inform decision making. Additionally, most stated that information security will be important to their future career. Finally, the results affirmed that college computing courses remain important and that college students recognize that technology will play a crucial role in their career with employers wanting to see job applicants with strong technology skills.

Recommendations for Practitioners: Generation Z learners enrolled in higher education need, and want, a wide range of technology courses available to them in order to help them meet the rapidly evolving demands of tomorrow's workplace. Students in this study overwhelmingly see the value in enhancing their technology skills especially in such areas as computer software applications, information management, and cyber security. Recommendation for Researchers: Institutions of higher education should invest in thorough and ongoing examinations of the information and technology literacy skills, needs, and perceptions of students. Impact on Society: Understanding the interests and needs of Generation Z learners is imperative to the future of higher education. Future Research: This survey is a work in progress that is part of a pilot study that is being used to help guide a much more sizable examination of Generation Z learners.

24.

### **Generation Z's Teachers and their Digital Skills**

Fernández-Cruz, Francisco-José; Fernández-Díaz, Ma-José. Comunicar, English ed.; Huelva Vol. 24, Iss. 46, (2016): 97-105. DOI:10.3916/C46-2016-10

#### **Abstract**

The presence of technological resources in schools and the high performance of so-called «Technology Generation» or «Generation Z» students are not enough to develop students' digital competence. The primary key is determined by the technological and pedagogical skills of teachers. In this paper, we intend to analyze the level of ICT skills of teachers in primary and secondary establishing a competency framework adapted to the Spanish educational environment, using as a basis the standards established by UNESCO in 2008 and reformulated in the year 2011. For this purpose, a questionnaire was done to show



the profile of ICT teacher training faculty of the sample (80 schools and 1,433 teachers in the Community of Madrid) to study the characteristics of better training for the development of teachers was conducted under the digital jurisdiction of the Ministry of Education of Spain. The study results show a significant difference between optimal ICT skills and the low skills that teachers really have to develop learning activities with technological tools for their students. Teachers' digital skills are very important in the development of learning processes to introduce technologies as tools in the service of education, and this study will allow us to make decisions in policy formation and throughout early career teachers.