

Course Title: Understanding the Digital Generation: Teaching and Learning in the New Digital Landscape

Presenter: Ian Jukes

Length: 15 hours

Course Description:

Because of digital bombardment and the emergence of the new digital landscape, "digital natives" process information, interact, and communicate in fundamentally different ways than any previous generations. In this course, Ian Jukes introduces neuroscientific and psychological research that explains how the use of technology, including frequent interruptions and shifts in attention, impacts the functions of the brain. These experiences are re-wiring and re-shaping students' cognitive processes. Consequently, in order to adapt, a fundamental shift in teaching is required to prepare teachers and students for the Information Age. Educators will learn to identify and challenge unconscious and outdated assumptions about schools and learning. They will analyze and revise their beliefs about what constitutes knowledge, critical thinking, and problem solving as they adapt their instructional practices and assessment strategies to the requirements of the digitized 21st century. Educators will focus on the eight core learning attributes of their digital learners and the eight core teaching and assessment strategies that appeal to millennial learners. They will learn to develop research-based constructivist models that will enable students to think, explore, and develop their own learning—to succeed not only in high-stakes testing but also in the real world. Finally, educators will learn that informational, technological, and media fluency can and should be taught in a structured manner, embedded at every grade level, in every subject area, the responsibility of every teacher throughout the entire school experience.

Learning Outcomes:

After completing this course, educators will know:

- The effects of exponential technological change on students and educational institutions
- Revised meaning of such terms as knowledge, critical thinking, and problem solving in the 21st century
- The eight core learning attributes of digital learners
- How to modify curriculum and instruction to teach to millennial learners
- The form and functions of digital age learners' "cultural brains"
- Research-based constructivist models for instruction
- Working definitions of informational, technological, and media fluency

After completing this course, educators will be able to apply the following in their classrooms:

- Redefine in context such terms as knowledge, critical thinking, and problem solving and apply this new understanding to teaching and learning
- Use new strategies to tap into the eight core learning attributes of digital learners
- Create lessons and activities based on a greater understanding of how students' brain development is affected by the culture of the Information Age
- Employ research-based constructivist models in the classroom

- Develop their students' informational, technological, and media fluency

Units:

1. Responding to the Needs of 21st Century Learners: Expert Panel Discussion
2. Living for the Future Edge, Part 1
3. Living for the Future Edge, Part 2
4. Living for the Future Edge, Part 3
5. Understanding the Digital Generation, Part 1
6. Understanding the Digital Generation, Part 2
7. Education in the Age of Disruptive Innovation
8. Teaching for Tomorrow

Presenter Overview:

Ian Jukes has been a teacher, an administrator, writer, consultant, university instructor, and keynote speaker. He is the director of the InfoSavvy Group, an international consulting group that provides leadership and program development in many areas, including assessment and evaluation, strategic alignment, professional development, change management, and hardware and software acquisition. Jukes has written twelve books, nine educational series, and has had more than 100 articles published in various journals. His most recently published books include *Teaching the Digital Generation: No More Cookie Cutter High Schools*, *Windows on the Future*, and *Net.Savvy: Building Information Literacy for the Classroom*. Jukes is also the publisher and co-editor of the Committed Sardine Blog, which is electronically distributed to more than 90,000 people in over 60 countries. In 2002 he was named one of the top ten educational speakers in America by Consulting Magazine Online

Methods of Instruction:

Methods of instruction will include

- Video lectures (8)
- Embedded activities and journal reflections
- Graded post assessments (8)
- Midterm exam

Texts (included in program)

- Transcripts, handouts, and PowerPoint presentations (400 or more pages)
- Suggested reading

Assignments

- Graded post assessment Q&A sessions (8)
- Discussion board participation
- Journal reflections

All steps listed under each topic must be completed to receive credit for the course. No partial credit will be given.

Due dates of major assignments, projects, and examinations:

Online, self-running programs can be started and completed at participants' own leisure within two months from the day they begin the course.

Recommended Reading:

Friedman, Thomas L. *The World is Flat: A Brief History of the Twenty-First Century*. Picador, 2007.

Johnson, Stephen. *Everything Bad is Good for You*. Riverhead Trade, 2006.

McCain, Ted. *Teaching for Tomorrow: Teaching Content and Problem-Solving Skills*. Corwin Press, 2005.

Pink, Daniel. *A Whole New Mind: Why Right-Brainers Will Rule the Future*. Riverhead Trade, 2006.

Tapscott, Don and Anthony D. Williams. *Wikinomics: How Mass Collaboration Changes Everything*. Portfolio Hardcover, 2008.