

CAN DIGITAL IMMIGRANTS (EDUCATORS) TEACH DIGITAL NATIVES (STUDENTS)?

Geoff Morris, in his presentation 'Teaching with Technology - Digital Immigrants teaching Digital Natives' suggests that students today will spend over 10,000 hours playing video games, over 200,000 emails and instant messages, over 10,000 hours talking on cell phones, over 20,000 hours watching the television (including over 500,000 commercials) and maybe 5,000 hours book reading.

With the rise of modern and new technology, digital immigrants may find it hard to adapt to this technology and use it in their teaching as they often assume that students today are the same as the students in the past and whichever method works for those students will work on today's learner as well. So how can educators as digital immigrants bridge this gap so that learners as digital natives benefit much from their teaching?

Claire (2013) mentioned that the learning preferences of digital natives include teamwork, flexibility in the learning environment, student-based projects that incorporate challenging assignments, and most importantly respect for student voices. Therefore, the only way for digital immigrants to be equipped with the necessary skills to teach digital natives with the use of technology is by learning these skills from the digital natives themselves.



When students get the opportunity to teach their peers and teachers what they know, it will eventually give meaning to their learning. As digital immigrants, it is important for educators to understand and accept the fact that there is a vast divide between digital natives and digital immigrants. Only when such acceptance is present, can we minimize the gap between digital natives and digital immigrants.

Some basic guidelines in how to approach teaching digital native (Claire, 2013):

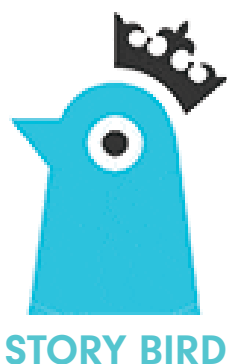
- ★ explaining objectives clearly
- ★ student-centered learning
- ★ problem-based learning
- ★ project-based learning
- ★ inquiry-based learning
- ★ active learning
- ★ asking open-ended questions
- ★ constructivism or co-constructing
- ★ learning by doing
- ★ allowing students to find and following their passion
- ★ allowing time for questions and sharing their thoughts and opinions
- ★ creating presentations in text and multimedia
- ★ giving students guidance
- ★ delivering material in the context
- ★ creating rigor
- ★ practice through games
- ★ teach that failure is a learning process

EDTECH RECOMMENDATION

This session also included tools that are useful for teaching such as Padlet, StoryBird, Google Slides and Videos



Numerous MLP educators have demonstrated the creative use of Padlet during the biannual M-Learning Week. Padlet is a dynamic and collaborative space where many users can come together in a safe environment to either contribute ideas, comment or answer questions which can be moderated by the teacher (if need be). Padlet's interface is kept simple thus making it user-friendly for young learners too. For example, reproduction of new vocabulary can be interesting and motivating via this tool as can be seen below.



Especially for educators who are aspiring writers, Storybird is the app to use for creating picture books with students as young as in kindergarten to Grade 9 (equivalent to Secondary 2 in Singapore's context). Students start by selecting a theme for their writing, compose their story and then select the pictures they want. The stories will then be published as a book online. This app comes both as a free version and paid version. By paying for the app, teachers and students would be able to print out their stories.

Here's the link to find out more on Storybird: <https://storybird.com/educators/>



GOOGLE SLIDES

Another app that's very useful and quite exploited by DAS educators in the classroom is the Google Slides. Fans of Powerpoint would like to check this out! The slide designs are picturesque that would elevate your presentation layout to sophisticated level. Partnering with a projector or a smartboard in your classroom, imagine a technology-based lesson created for your digital natives in the classroom. To find out more, log into your google account and access the link here: <https://www.google.com/slides/about/>

Google Slides is a great tool for learners who are either reluctant in developing content or are still developing their sequencing skills. It can be a individual task or a cooperative and collaborative task where students work on various areas of the task and then review each other's parts as a whole. Top the activity up with a presentation and watch them presenting their works proudly.

VIDEOS



The power of videos in MLP classrooms are underrated especially when working with students who require multi-sensorial material delivery.

Videos are becoming more and more necessary not just for showing content but for students to review their own recording (think of video blogging - a.k.a vlogs) which are not only trending but an essential skill in 21st century learning - to be able to fluently and coherently get their ideas across through a video. In the session, videos of the presenter's student was shown and in one of those, the student was comparatively reviewing some snacks at the comfort of his home.

MIMIO-TEACH INTERACTIVE SYSTEM

DAS EdTech Team has been exploring the use of Mimio Teach Interactive Systems for some time now through a research study conducted in phases. This interactive system is very helpful for the kinaesthetic learners in our classroom. The set up for this device is extremely easy and the use is effective. It is a portable device that can turn any whiteboard into an interactive board. This device allows teachers to move away from traditional pen and paper activities and move into a more engaging platform of interactive learning. Once the device has been set-up, students can come to the whiteboard and use the stylus to manoeuvre on the white board. Lessons will move from passive learning to active learning.

CONCLUSION

At the end of this RETA session, attendees reported that they felt motivated to improve their technology savviness and exploratively use more of tech-tools in their teaching. Indeed, it is in line with the Orton Gillingham (OG) principles of simultaneously multisensory and diagnostic and prescriptive which is the mantra of the DAS MLP educators. As the educational approaches in the world is getting more advanced with ever evolving technology, the importance and urgency of incorporating educational technologies knocks on every classroom door. As educators, we have to embrace this fact and educate ourselves on how to approach teaching digital natives by creating engaging instructional materials to meet the learning needs of the 21st century learner. Only through this way, can we minimize the gap between digital immigrants and digital natives so that our students could benefit more from our teaching.

Resources & References

- Claire, J. (2013). Can Digital Immigrants Teach Digital Natives: <https://www.teacherswithapps.com/blog-can-digital-immigrants-teach-digital-natives/>
- Morris G. (2016). Teaching with Technology- Digital Immigrants teaching Digital Natives: http://prezi.com/vitaezzopsss/?utm_campaign=share&utm_medium=copy&rc=ex0share
- Gagné, R. M., Briggs, L. J., & Wager, W. W. (1992). Principles of instructional design (4th ed.). Forth Worth, TX: Harcourt Brace Jovanovich College Publishers.

BE A PART OF THE DAS PARENTS' SUPPORT GROUP



Benefits of DAS Parents' Support Group (PSG):

Be more engaged

As a PSG member, you are more likely to be an informed and involved parent. You will also be building rapport with educators and supporting DAS's initiatives.

Be part of a network

We understand that parenting a child with learning differences is challenging. The PSG provides a platform for you to share ideas, concerns and experiences with other parents.

Increase your knowledge

Gain valuable experiences and grasp new opportunities, to support your child more effectively.

Make a difference

Provide DAS with feedback to make positive recommendations for change in our organisation.

Be a role model

By becoming a PSG member, you will demonstrate the importance you place on education and enhance your bond with your child.

If you would like to join the PSG, please contact the Centre Managers.



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