Marta Sterna

DIGITAL NATIVES VS DIGITAL IMMIGRANTS

1. Uwagi ogólne

Zestaw materiałów opatrzony wspólnym tytułem *Digital natives vs Digital immigrants* przeznaczony jest dla studentów zarówno kierunków ścisłych, jak i humanistycznych. Został on wykorzystany ze studentami zarządzania informacją, nadaje się także dla informatyków oraz osób z kierunków pokrewnych. Materiał może być również przeznaczony dla studentów specjalności nauczycielskich.

2. Poziom zaawansowania: B2+/C1

3. Czas trwania opisywanych ćwiczeń

Opisywane ćwiczenia przeznaczone są na jedną 90-minutową jednostkę lekcyjną.
    Czas trwania został ustalony na podstawie doświadczenia wynikającego z pracy z wykorzystaniem poniższych ćwiczeń w grupach na poziomie B2+.

4. Cele dydaktyczne

Celem zaprezentowanego materiału jest doskonalenie w studentach umiejętności rozumienia treści specjalistycznych zarówno tekstu pisanego, jak i wypowiedzi ustnej.
    Studenci będą mieli również okazję potrenować umiejętność wypowiadania się na tematy związane z rozwojem nowych technologii i ich wykorzystaniem w życiu akademickim. Jako dodatkowy, opcjonalny cel można ująć umiejętność streszczania zapisanych lub usłyszanych treści.

5. Uwagi i sugestie

W zbiorze przewidziane są ćwiczenia na następujący rodzaj interakcji: student–student, student–nauczyciel oraz pracę indywidualną.

Ćwiczenia można odpowiednio modyfikować, poświęcając na nie mniej lub więcej czasu podczas zajęć, lub częściowo zadać je jako pracę domową w zależności od potrzeb grupy i nauczyciela.

Zestaw ćwiczeń składa się z dość długiego artykułu napisanego przez Brada Cunnighana, w którym nakreśla on różnice między tzw. cyfrowym native speakerem a cyfrowym imigrantem oraz prezentacji z TEDx NewYork wygłoszonej przez Sree Sreenivaniana na ten sam temat.

Zajęcia rozpoczynamy indywidualną pracą z tekstem. Po przeczytaniu artykułu studenci mają za zadanie wykonać ćwiczenia na rozumienie typu prawda/fałsz oraz odpowiedzieć na otwarte pytania dotyczące treści zawartych w artykule. Następnie w parach lub małych grupkach dzielą się swoimi doświadczeniami związanymi z używaniem technologii. Całość dopełniają ćwiczenia na rozwój słownictwa: związki frazeologiczne pomocne w ewentualnym pisaniu streszczenia, które można wykorzystać jako pracę domową, oraz słowotwórstwo.

Rozwinięciem treści przedstawionych w artykule jest prezentacja zaczerpnięta z TEDx NewYork o tym samym tytule. Studenci dwukrotnie słuchają wypowiedzi. Podczas pierwszego słuchania notują, czego dotyczą wymienione przez prezentera kwestie wyszczególnione w ćwiczeniu. W czasie drugiego słuchania mają za zadanie wypełnić luki w tekście usłyszanymi słowami.

Podsumowaniem / pracą domową może być zadanie polegające na napisaniu streszczenia artykułu lub prezentacji (do wyboru przez studentów). Do tego celu zostały użyte wskazówki z książki *Skilful C1: Reading and Writing* wydawnictwa Macmillan.

DIGITAL NATIVES VS DIGITAL IMMIGRANTS

PART I: READING AND SPEAKING

Digital Native or Digital Immigrant, Which Language Do You Speak?

There is no question that the students have changed over the past decade. Every generation uses different slang and has new fashions, but the differences in today's students go deeper. Today's students explore their world in an entirely new way as they interact with new technologies. With these new technologies, they speak an entirely different language, one they expect us to understand. In his article *Digital Natives, Digital Immigrants*, Marc Prensky (2001) presents two new terms that can be used to describe both ourselves and the students we advise.

The first concept Prensky describes is that of the **Digital Native**. The current generation of college students is the first to grow up immersed in technology. They have always had the Internet, laptops, cell phones with text messaging, AIM, *Face-book™* or *MySpace™*, PlayStations™, digital cameras, DVD players, blogs, and any other number of digital technologies that allow them to instantly capture or communicate with their world. They use these tools as extensions of their bodies and minds, fluidly incorporating them into their daily routines. They have learned the language of technology as they communicate instantly with their peers. These students, like all Natives, adapt quickly to changes in their environment and look for new ways to incorporate the latest technology into their fast-paced lives.

On the other hand is the Digital Immigrant. The Digital Immigrant is the late-comer in the technology revolution and as with any immigrant, there is a certain "accent" that is readily apparent to the native speakers. Examples of this "accent" are things like calling and asking someone if a recipient received the email that

was just sent, typing out text messages with full words rather than the standard abbreviations (OMGur my bff!), or going to the library before searching the Internet. Digital Immigrants still try and work around or second guess technology, while the Digital Natives know no other way. It is important to understand the differences between ourselves as the Immigrants and our students as the Natives. When we teach and advise our students using a language different than our own, we should not wonder that they aren't listening!

One major difference between Natives and Immigrants is the way we process information. Natives retrieve information and communicate with their peers very quickly. Text messaging has become a primary form of communication because messages can be sent and received quickly in situations where a phone call cannot be taken. Whether the student is in lecture, at work, or out with friends, a text message can be sent with little disruption. A professor would certainly get upset with a student who took a phone call in the middle of lecture, but probably doesn't even notice the student sending a text message. Through texting, *Facebook*, and use of the Internet as a search tool, students access information right now, sift through what they need, and ignore the rest. Why should students go to the library when they can Google™ their topic and have a thousand different articles at their fingertips? Why call friends when their *Facebook* pages will tell me where they are and what they are planning to do tonight? Just a few seconds and I know everything I need to about my social network.

Our students have honed their skills in retrieving and analyzing information rapidly, so why don't we advise and teach in the same way? Should we wonder why students are bored during lectures that supply information one topic at a time and move at a snail's pace? While Immigrants grew up learning one topic at a time, everything in order, following a linear and logical progression, but Natives do not think that way. They are adept at jumping from idea to idea as they think of things; they explore their world as burst thinkers. Natives can study with the TV on and their iPod blasting in one ear; they have been practicing these multitasking skills their entire lives. Immigrants often believe that students cannot learn in that sort of environment. It's another example of the "accent" that Immigrants carry with them.

Another major difference between Immigrants and Natives is a sense of identity. To Digital Immigrants, cell phones, emails, and the Internet are just tools that can be used to reach someone or set up a "real" face-to-face meeting. Natives look at the same technologies and see an extension of who they are. Each method of communication allows Natives to harness a different set of capabilities and skills when communicating with others. Texting may be better for communicating one idea, while Facebook might be better for the next thing. Regardless of which medium is used, they are part of who the Native is, not just a separate tool that can be used to create a "real" meeting. Digital communication is just as real to Natives as face-to-face meetings are to Immigrants.

Our students look to us to incorporate these new technologies into our advising practice. Students increasingly want to contact us via email, text messaging, and instant messaging rather than meet with us in our offices. We may not think

that the same level of interaction and connection can be achieved in digital advising, but that is our "accent" showing. We must remember that students feel that a digital meeting is just as real as an office meeting, and they take away the same meaning and feeling as from an office meeting. If we only offer services in ways in which we are comfortable, then students may never feel that we are meeting them at their level. How can we practice developmental advising if we will not expand our comfort zones? Are we helping students when we force them to meet us in the same manner? Or, are we holding them back?

How do we bridge the gap between Natives and Immigrants? There are strategies we can employ that will help us reach our Native students. First, we should step out of our comfort zones and meet our students where they are. We should realize that Natives are many steps ahead of us when it comes to technology and they know it. We should be willing to laugh at our "accents" and move on. Listen to what students tell us about how technology can be beneficial to how we conduct our lives, work with them, and value their knowledge.

Place more importance on how we communicate over what we communicate. Immigrants think in a straight line, presenting information one topic at a time. Today's students engage in multiple thoughts, ideas, and programs at the same time. In addition to following a Power Point lecture, they search for a topic online while actively discussing the topic with their peers, all with music playing in the background. Students need to actively multi-task to hold their interest in the material that we present. As one student said "there's so much difference between how teachers think and how students think"

Along with that idea is the fact that this generation is far more comfortable sharing and teaching each other than any previous generation. These students often post intimate details and pictures online for anyone to peruse. A quick look through Facebook will find any number of drunken party pictures, images of sadness and loneliness, and thoughts that we would be mortified to release to even our closest friends. Most Immigrants cannot handle that level of openness and lack of privacy. We need to be aware that students are certainly willing to talk and share what they know with us. They know we are often unwilling to share, but they do ask that we listen. They want to teach and learn from each other, but often aren't given the chance to do so because Immigrants view themselves as the "expert." We can no longer decide for our students, but instead we must decide with them. Students today have a whole new set of needs, and require an entirely new approach in terms of advising. We need to work with them so we can learn their language and help them make sound decisions.

Many Immigrants consider education as the process that forces as much information into students' heads as possible so they can regurgitate a laundry list of facts at a moment's notice. Natives do not consider this an education. To Natives, education involves anything that prepares them for their future. Natives do not see the need to memorize information as much as the need to know where information can be found and how to retrieve it. This definition is supported by the many instant gratification avenues such as YouTube™, IM, chat rooms, social networking sites, and

WiFi hand-held PDA's with instant Internet access. Why should students memorize when they can browse? Why learn math tables when everyone has access to a calculator? Immigrants should be willing to teach Natives how to find important information and put less emphasis on forcing the students to learn exact information.

Finally, Natives know that we are not as comfortable or familiar with technology as they are. They may spend time researching the next big Facebook program, the next iPod revolution, and the next big step in cell phones, but they don't expect this of us. They do expect us to at least know what they are referring to and be willing to incorporate some of the new technologies in our advising. They want to share the volumes of information that they have about technology and programming with us, if we will just listen to them. They know they may have to speak slowly, but they are learning our "accent" as we are learning theirs.

If fact nowadays more and more Immigrants have gone Native because of using digital tools and technology in everyday lives. Technological process somehow enforces them to do so.

<div align="right">
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COMPREHENSION EXERCISES

I. Write if the sentences are true or false.

1. Digital Immigrants prefer linear thinking.
2. Digital Natives have natural multi-tasking skills.
3. It comes naturally for Immigrants to share the most intimate details of their lives.
4. Some educators may be reluctant to have a 'digital meeting' with their students.
5. Natives are not very eager to share their knowledge with others.
6. All people born before the digital era are Digital Immigrants.

II. Answer the questions.

1. What does the author refer to as 'accent' in the case of Immigrants and Natives? Give examples.

………………………………………………………………………………………… .

2. How do Natives treat their tools when it comes to their sense of identity in comparison to Immigrants?

……………………………………………………………………………………… .

3. How do the two groups view education?

……………………………………………………………………………………… .

4. How can one bridge the gap between the two groups?

……………………………………………………………………………………… .

III. Over to you. Discuss in pairs.

• Which language do you speak? Do you consider yourself a digital immigrant or a digital native?
• How skilful do you feel with the latest technology? Give examples.
• How have the new technologies changed the way you learn? Which of the devices/ media do you use most while studying? Which are the most useful? Which are useless?
• Do you think the teachers at your school have adapted to the needs of digital natives? Give examples.
• What could be changed in the way you are taught?

VOCABULARY PRACTICE

IV. Collocations match. Match the words to make the collocations which appeared in the text.

1. Make   a) access
2. Adapt   b) a new approach
3. Fast-paced   c) information
4. Internet   d) technologies
5. Retrieve   e) emphasis on
6. Incorporate   f) information
7. Require   g) an assumption
8. Memorize   h) lives
9. Put   i) the gap
10. Bridge   j) to changes

V. Try to match the collocations to their synonyms/ meaning

1. to access information – …………………………………………………………..
2. hectic life – …………………………………………………………………………
3. to highlight – ………………………………………………………………………
4. to demand a different view/method – …………………………………………………

5. to adjust to new trends – …………………………………………………………..
6. to use/ include technologies – …………………………………………………….
7. the possibility to be online – …………………………………………………….
8. to learn the facts by heart – …………………………………………………….
9. to suppose – …………………………………………………………………………
10. to reduce the differences – ……………………………………………………..

VI. Word formation. Complete the sentences with the right form of the words given in brackets. They all appear in the text.

1. We are passive …………………………………. of information from the world around us. (RECEIVE)
2. It was ……………………………….. from her face that she was really upset. (APPEAR)
3. Animals in the zoo have lost the ………………………………….. to catch/of catching food for themselves. (CAPABLE)
4. The arrangement was ………………………………….. to both parties. (BENEFIT)
5. They are ………………………………….. to invest any more money in the project. They have already invested enough. (WIIL)
6. He demonstrated an ………………………………….. to change. (OPEN)

All the example sentences are taken from: http://www.oxfordlearnersdictionaries.com.

PART II: LISTENING based on TED talk

Listen to the talk ' Digital natives vs. Digital immigrants' given by Sree Sreenivasan at TEDxNewYork and do the exercises that follow.

Source: https://www.youtube.com/watch?v=n_9gI0B4nS4, duration: 8.25 min.

I.   What does the speaker say about these things. In what context does he use them?

1. America
…………………………………………………………………………………………… .
2. Bollywood kiss
…………………………………………………………………………………………… .
3. Zero technology
…………………………………………………………………………………………… .
4. Basic programming
…………………………………………………………………………………………… .
5. Selfie
…………………………………………………………………………………………… .

6. Tradigital

……………………………………………………………………………………… .

II. Listen again and fill in the gaps. They all appear in the same order as in the talk.

1. Digital natives are ………………………………………… . They………………… . ………………………………. technology and they love technology. Digital immigrants bring something else to the table. They bring…………………… …………………………………., history and understanding. And they know the …………………………….. and the …………………………………. of technology.
2. Immigrants ask questions, immigrants are ……………………………………, immigrants don't take anything …………………………………..
3. I got a …………………………………….. and nothing else.
4. He …………………………………………. a wonderful term that I've made …………………………………….. to teach to the world.
5. What this means is that you are great at whatever ……………………………… …………………………… you're in, you understand the traditional parts of it: all the ………………………………., all the ……………………………………. .
6. But what you bring to the table are also the new skills.
7. He had more of a digital …………………………………………. than any anybody I ever talked with no matter what age.

PART III: WRITING

Homework: write a summary of either the article or the TEDx talk in 150 words.

While writing your summery follow these steps:
- Re-read the text carefully and divide it into sections.
- Take notes of the **main points** and **supporting evidence/facts**.
- Using your notes, write **a thesis statement**. This is one sentence which summarizes the main argument in the text/presentation. You can include the writer's name beginning like this:

Prensky believes/suggests/states that ……………………………………………………………
- Write your summary. Start with the thesis statement, followed by supporting ideas/evidence. **Link** these ideas appropriately. Be objective and stick to what the author said but use your own words, **paraphrase**.

Adapted from: *Skilful C1: Reading and Writing*, Macmillan.

KEY

PART I: READING AND SPEAKING

I.
1T, 2T, 3F, 4T, 5F, 6T

II.

1. On the other hand is the Digital Immigrant. The Digital Immigrant is the late-comer in the technology revolution and as with any immigrant, there is a certain "accent" that is readily apparent to the native speakers. Examples of this "accent" are things like calling and asking someone if a recipient received the email that was just sent, typing out text messages with full words rather than the standard abbreviations (OMGur my bff!), or going to the library before searching the Internet.

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2. Another major difference between Immigrants and Natives is a sense of identity. To Digital Immigrants, cell phones, emails, and the Internet are just tools that can be used to reach someone or set up a "real" face-to-face meeting. Natives look at the same technologies and see an extension of who they are. Each method of communication allows Natives to harness a different set of capabilities and skills when communicating with others.

3. While Immigrants grew up learning one topic at a time, everything in order, following a linear and logical progression, but Natives do not think that way. They are adept at jumping from idea to idea as they think of things; they explore their world as burst thinkers. Natives can study with the TV on and their iPod blasting in one ear; they have been practicing these multitasking skills their entire lives. Immigrants often believe that students cannot learn in that sort of environment. It's another example of the "accent" that Immigrants carry with them.

4. Many Immigrants consider education as the process that forces as much information into students' heads as possible so they can regurgitate a laundry list of facts at a moment's notice. Natives do not consider this an education. To Natives, education involves anything that prepares them for their future. Natives do not see the need to memorize information as much as the need to know where information can be found and how to retrieve it. This definition is supported by the many instant gratification avenues such as YouTube™, IM, chat rooms, social networking sites, and WiFi hand-held PDA's with instant Internet access. Why should students memorize when they can browse?

Open to discussion.

VOCABULARY PRACTICE

IV.
make an assumption, adept to changes, fast-paced lives, Internet Access, retrieve information, incorporate Technologies, require a new approach, memorize information, put an emphasis on, bridge the gap

V.
1. to access information – to retrieve information
2. hectic life – fast-paced lives
3. to highlight – to put emphasis on
4. to demand a different view/ method – to require new approach
5. to adjust to new trends – to adapt to changes
6. to use/ include technologies – to incorporate technologies
7. the possibility to be online – Internet access
8. To learn the facts by heart – to memorize information
9. to suppose – to make an assumption
10. to reduce the differences – to bridge the gap

VI.
1. recipients 2. apparent 3. capability 4. beneficial 5. unwilling 6. openness

PART II: LISTENING

II.
1. Digital natives are **fearless**. They **embrace** technology and they love technology.
2. Digital immigrants bring something else to the table. They bring **perspective**, history and understanding. And they know the **potential** and the **pitfalls** of technology.
3. Immigrants ask questions, immigrants are **unsure**, immigrants don't take anything **for granted**.
4. I got a **certificate** and nothing else.
5. He **coined** a wonderful term that I've made **my mission** to teach to the world.
6. What this means is that you are great at whatever **industry** you're in, you understand the traditional parts of it: all the **skills**, all the **values**.
7. But what you bring to the table are also the new skills.
8. He had more of a digital **mindset** than anybody I ever talked with no matter what age.