The challenges of digital natives in higher education

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Handbook of Research on Engaging Digital Natives in Higher Education Settings

Recently published by IGI Global, this book publishes literature reviews and evaluations of GOOD PRACTICES IN HIGHER EDUCATION that support and inspire colleagues to a better understanding of how to use technology for learning and teaching activities. The Handbook of Research on Engaging Digital Natives in Higher Education is a compilation of 20 contributions of the central concerns, challenges, opportunities, experiences, and commitment of more than 50 authors from 10 countries over 4 continents that really work and live side by side with today’s students.

Contents

Chapter 1
Native or Novice?: An Exploratory Study of the Access to and Use of Digital Technologies among Pathway Students

Valdis and Rethem report on a small-scale exploratory study that aimed to uncover patterns and insights on students’ digital readiness and preparedness in both everyday life and academic study of ‘new’ international first-year pathway students.

Chapter 2
Turning Digital Natives from Consumers of Digital Products to Producers of Knowledge

Andresot presents some online learning methods and resources to help educators achieve said objectives: Web 2.0-based tools: blogs, social networks, wikis, surveys, and podcasts. In education, and blended learning settings in particular, is a face-to-face learning environment, technologies, and learning activities.

Chapter 3
Profiling Internet Use of Portuguese Higher Education Students

Santos and Pereira provide a picture of the engagement between higher-education students and the Internet, especially as regards to Web 2.0 and to the knowledge, citation, skills, and opportunities therein.

Chapter 4
Social Space or Pedagogic Powerhouse: do Digital Natives Diminish the Potential of Web 2.0 Technologies for Learning?

Prensky and Standlee suggest that, despite being digital natives and aware of the technologies, student performance in higher education environments in blended learning and open educational environments may indicate a lack of understanding of the potential of Web 2.0 technologies.

Chapter 5
Strategies to Reduce Attrition among First Year Computer Science Students

Barreto, Nascimento, and Sázková explore when and how much and how often students encounter difficulties and find methods to determine potential dropouts in advance. The study might indicate the wrong choice of the study field and possible lack of understanding of what is programming by enrolled students.

Chapter 6
Assessment for Learning: Embedding Digital Literacy and Peer Support of Learning into an Assessment

Prensky and Prytherch evaluate the development of an assessment designed to reinforce learning whilst supporting the understanding by the whole student cohort, using in assessment and student’s overall assessment.

Chapter 7
Model for Identifying Competencies and Learning Outcomes (MICLA)

Rocha, Gonçalves, Costa and Pimentel introduce and describe the MICLA tool, a model that uses the learning outcomes of the European Course Units (syllabus and assessment components).

References


http://www.igi-global.com/book/handbook-research-engaging-digital-natives/141949