



INNOVATIVE TEACHING STRATEGIES FOR NET GENERS - A STUDY OF ACCESS AND USE OF TECHNOLOGY BY UNDER GRADUATE AND POST GRADUATE STUDENTS IN SOLAPUR CITY

Dr. Balkrishna Shripad Bhawe

M.Sc.,M.Ed.,D.C.S.,D.B.M.,Ph.D.

Associate Professor, Kasturbai College of Education, Ashok Chowk, Solapur.

ABSTRACT :

We probably hear many times daily a common statement "It's boring" from our students and our own children. What research sauis the students report they are frequently bored in class (Pryor et al, 2009). Unless the content is on their radar screens, it's likely to be rated as boring.

KEY WORDS : *frequently bored , Power Point slides,bored Researches.*

INTRODUCTION :

Our students are not the only ones bored Researches abroad show that about 59% students found lectures boring in at least half of their classes and 30° find most or all of their lectures boring (Mann & Robinson, 2009) According to majority students the least boring methods are seminars practical sessions and group discussions, where students could interact and actively participate. The use of Power Point slides is the most important factor contributing to boredom. This has prompted some educators to teach naked that is without any technology (Young, 2009)

NET GENERS

Even though we know more about our students' brains and intelligences, how to teach effectively. how students learn, and the technological applications to learning but majority of college students are unmotivated, disinterested and disengaged from classroom instruction now more than they ever have been Where's the disconnect? Why are they disengaged? Is this generation of students in school right now really that different from previous generations? Today's undergraduate and graduate students who are part of this generation comprise the majority of students in higher education. They are born with a chip. These students have grown up with MTV, reality TV, the Internet, PCs, Tab's, video games, Facebook, MySpace. Twitter: Flickr, Skype. iPods. iPhones, PDAs, and TV/DVD remotes etc as the parts of their bodies. Their use of the technology focuses on social networking, music, videos TV programs and games.

The technologies provide a window into this world. The students' world is just different. When the students cross the threshold of the classroom door, they enter culture shock. How can any professor possibly compete with their world? They can't. Therein lies the disconnect and it will worsen as there stimulation accelerates with the spread of the technology in the future. That's the problem. How do we address it?

The purposes of this article is to suggest teaching strategies for this digital culture



A Research Study was conducted by the author of this article and the findings are as follows:
Access and Use of Technology by graduate and post graduate students:

Methodology: Survey Method

Tools: Questionnaire & Interview

Study sample : Random selection of 75 first year PG students + 75 Undergraduate students from any stream.

According to a survey of 150 college students in Solapur the following characteristics of Net Geners are observed

- 69.33 % students own a computer 98.66 students own a cellphone
- 65.33% students use the Internet for research or homework
- 68% students begin their search for everything with Google
- 70% students use Instant Messaging
- 45.33% students read news on Websites
- 54.67% students read news on TV and News Paper
- 80.66% students download music using peer-to-peer sharing
- 59.33 % students multitask
- 80.67 % students have a Facebook account
- 80.66% students own an MP3 player.iPod, or music video devices
- 41.33% students are logged on minimum 52 hrs. in a month
- 78.67% students chat minimum 45 minutes per day
- 52 66 students download movies 44 67 students download software
- 37 33% students own a blog
- 44.66% students read the blogs
- 38.66% students twit

Teaching Strategies for Net Geners

Every teacher should try to know the present culture as well as the latest technologies. We must know our students one-on-one and as a group to build rapport, trust. We should consider their interests.

intelligence strengths, learning styles, and the way they think and then design our teaching strategies for them. Different strategies are designed as follow

1. Incorporate technology The technology should be meaningfully incorporated into lectures in-class and out of class assignments should try to use music video clips video games, blogs, wikis search engines and simulations and role playing experiences
2. Provide Assignments Provide assignments that draw on the students' search engine skill give them exercises to think critically about the information and how to use and interpret it
3. Use Multimedia : Use music, videos, video games, other games, etc. that are student favorites in your lectures and assignments, students can learn from a wide variety of media
4. Opportunity to Create Internet Content Provide students with opportunities to contribute to Website or their own blogs. microblogs and wikis with appropriate content
5. Opportunity to work at Self Pace: For students to learn as fast as possible with the allow them to work their own speed in as many activities, assignments, and active learning exercises as possible
6. Learner Centered Methods: Shorten your lectures, increase group discussion, and shift your teaching to learner-centered methods: plan games, simulations, improvisations, and role playing with specific learning outcomes

7.Opportunity to Develop Own Strategies: Assign problems where students, individually or in groups. can test their own strategies to discover the solutions. Encourage brainstorming and problem-solving and decision making.

8.Opportunity to Multitask : Allow students to multitask in class; they can listen to you, type, listen to music play an on online game and send an e-mail all at the same time

9 Short Attention Span: Students' attention span is a function primarily of their level of interest in an activity: they can play video games for hours: use a variety of strategies that will keep students engaged in different ways.

10. Visual Literacy: Include graphics, images, and visual representations in your presentations, especially videos from TV, movies, and YouTube, with which students can relate. Create class demonstrations with music and parodies of TV programs, movie scenes to illustrate a concept, theory.

11. Face-to Face Interaction : Provide opportunities for students to interact in class in pairs and small groups through active and collaborative learning activities in real and virtual environments.

12 Prefer Teamwork : Create a team atmosphere for learning where you are part of the team; plan group projects, peer review. Tap their collective intelligence by enabling them to pool knowledge, research debate, share opinions, and create new insights through wikis, blogging. podcasts, and e-portfolios.

13. Pressure to Succeed: Tap students' multiple intelligences and learning styles to give every student the chance to succeed in your course; emphasize critical thinking and deep learning experiences rather than memorization of facts.

14. Seeks Feedback : Provide regular and prompt constructive feedback positive and negative, print. online and face-to-face, 15. Respond Quickly: Respond within the same day, is possible to e-mails and messages of the students

CONCLUSION:

There is a need to collaborate the traditional class room with these strategies. The role of teacher in the class room has shifted to group facilitator, collaborative knowledge creator, mentor. However, this shift has been occurring for more than a decade, as many professors have been changing from teacher centered to learner-centered teaching methods. If we don't change and adopt these techniques, the students may not come to class. If the students are not given the opportunity to learn using their strengths and learning styles, they will turn off at your methods.

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