New Millennium Learners and Educational Performance

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New Millennium Learners and Educational Performance
Backgrounds

Previous
- Teacher-centered
- Lack of Curriculum
- Lack of Mind
- Lack of environment

Current
- Teacher-centered
- Set curriculum
- Awareness of ED
- In school only

Next
- Individualization
- Adaptive learning
- Life-long learning
- In and out of school
Backgrounds
Backgrounds

Little reliable evidence on the impacts of ICT on education

ICT as an essential tool for human life

Need for better measurement on educational performance
Conceptual Framework

Macro Level

School Types & Location/School Organization/Local Culture/Intended Curriculum

Meso Level

Teacher Practice (Methods/Roles/Collaborations)
Curriculum Goals & Contents

ICT Use

Micro Level

Educational Performance

Students (SES/Experience with Technology/Activities/Produces/Roles/Communications)

Teacher (Ed. Background/Innovation History/Experience with Tech./Norms)
Classroom Factors (Organization/Size/Type & Arrangement of Tech. Facil.)

New Millennium Learners and Educational Performance
Conceptual Framework

Micro Level

ICT Use

Teacher Practice (Methods/Roles/Collaborations)

Curriculum Goals & Contents

Educational Performance

Students (SES/Experience with Technology/Activities/Produces/Roles/Communications)

Teacher (Ed. Background/Innovation History/Experience with Tech./Norms)

Classroom Factors (Organization/Size/Type & Arrangement of Tech. Facil.)

New Millennium Learners and Educational Performance
Use of ICT

- Property of information
- Type of experience
- Feature of environment
Use of ICT

- Use of ICT for Learning
- Use of ICT for Management
- Use of ICT for Entertainment

Types of network service:
- Social situation
- Individual situation

Content dependency:
- Content-dependent information
- Content-independent information

Purpose of use:
- Learning
- Management
- Entertainment

New Millennium Learners and Educational Performance
Educational Performance

Traditional school-related competencies

Life competencies linked to a knowledge society

Educational Performance of NMLs
Educational Performance

- Bloom’s Taxonomy
- Gagne’s Learning Outcomes
- Gardner’s Multiple Intelligence
Educational Performance

Learning outcomes in traditional school settings

**Knowledge**
Subject-specific knowledge: Language, Mathematics, Science

**Attitude**

**Skill**
Communication skill, Computer skill, Critical thinking skill, Information processing ability, Inquiry skill, Interaction skill, Judgment, Problem solving skill, Reasoning skill, Reflective thinking, Teamwork, Usage of e-learning strategy, Usage of meta-cognition strategy, Usage of resources, Usage of Self-regulated learning strategy
Key competencies in a knowledge society

**Educational Performance**

- **ICT-driven life style**
  - ICT use, Information processing skill, cyber ethics

- **Knowledge as societal capital**
  - Problem-solving ability, Creative thinking ability, Critical thinking skill

- **Cultural diversity**
  - Communication skill, Interpersonal skill, Collaboration skill, Leadership, Honesty, Responsibility, Initiative and perseverance, Respect and tolerance of differences and diversity, Active participation in community, groupwork, and social life

- **Emergence of lifelong learning**
  - Learning ability, Self-management, Self-esteem (Living and working in dignity), Goal-setting, Enthusiasm, Autonomy
Educational Performance of MNLs

Cognitive Domain

Affective Domain

Socio-cultural Domain

Educational performance of NMLs
Educational Performance of NMLs

- **Internal Competency**
  - Information managing ability
  - Knowledge construction ability

- **External Competency**
  - Knowledge utilization ability
  - Problem-solving ability

- **Cognitive Domain**
- **Affective Domain**
  - Self-identity
  - Self-value

- **Socio-cultural Domain**
  - Social membership
  - Social receptivity

**Domains**

- Cognitive
- Affective
- Socio-cultural
Initial survey (1st pilot)

- When: April, 08
- Num. of respondent: 94 (Male: 55, Female: 39)
  - 15 years old and 10th grade

Results from survey
- There are no significant gender differences
- However, male use ICT very open in and out of school for any other reasons. Female use ICT more often as communication tools such as blog, messenger, and so on.
- Both use ICT rarely for learning in and out of school.
Further steps

Development of Measurement scale
• Self-reporting test
• ICT use
• Educational performance

Comparative study
• Korean context
• OECD countries
## Further steps

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<td>Nation-wide survey</td>
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Thank you!

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