

Digitized Education: Examining the Challenges of Digital Immigrant Educators in the Face of Net Generation Learners

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Abstract. There is no doubt that our society has been digitized. The newest waves of technological advances have taken grips of almost all aspects of our activities in the present times. The education sector is not exempted from the current scenario. Oblinger and Oblinger (2005) acknowledged that technology is advancing at such a rate that traditional ways of teaching and learning are now pushing students and teachers to their full potential. The education sector has gone digital with net generation learners considered to be technologically know-how and computer literate in view of their lifelong exposure to ever-present technology. Digital education requires digital teachers and learners (students), who have the capacity to manipulate digital technologies in teaching-learning situations. Prensky (2001) alleged that our students have changed radically as today's students are no longer the people our educational system was designed to teach, and students today are all "native speakers" of the digital language of computers, video games, and the Internet. It is on this premise that this paper attempts to study how the integration of these technological advances in the education industry have impacted on digital immigrant teachers. One of the goals of this paper is to discuss basic concepts related to the original work of Prensky in 2001 as well as other contributors to his idea. The paper further sheds some light on the

challenges faced by the digital immigrant teachers in coping with digital native learning styles in the light of continuous technological developments. The study as well enumerated the characteristics of both digital immigrant teachers and the digital natives (net generation learners), and equally examined the learning preferences of the net generation students and how they learn. Finally, the authors recommended measures to be taken to ameliorate the digital divide.

Keywords: Digitization, Digital immigrant teachers, Digital natives, Digital divide Online learning.

1. Introduction / Review of Literature

This study was guided by Vygotsky's (1978) socio-cultural learning theory, which states that society, culture, and their technological offerings are impacting the learning and development of children. Therefore, meaning that the process of knowing is mediated by community and culture. Secondly, it also rests on Prensky's postulation of the division between "Digital Natives" and "Digital Immigrants" in his famous article (Prensky, 2001).

The 21st education demands more access to various types of technology. Jan (2017) affirmed

that the 21st century is rapidly changing humans in every dimension, be it politically, technologically economically, socially, etc. Hence, with rapid changes, complex problems are faced by teachers and other stakeholder in the education industry. Therefore, in view of these technological advancements as observed by (Jan, 2017), the teaching and learning is transforming from teacher-centered lecture-based instructional delivery to student-centered learning environment.

Teachers of online programs will need 21st Century teaching skills, and use a variety of web technologies to accomplish their tasks. These may include Skype, Ning, Learning Management Systems (Moodle) or others, such as, online tools or a variety of electronic gadgets. Prensky (2012) pointed out that we need to improve our teaching “meta” skills in order to aid students to develop critical thinking, problem solving, and to integrate video, and programming, just as we now integrate reading and writing.

As Baru (2018) observed, our students have changed dramatically in terms of slang, styles and clothes, which is due to rapid dissemination of technology in the 21st century. They grow up with technology and are surrounded by smart phones, computer devices, high speed Internet, Twitter, Instagram, e-mail, telegram, and Whatsapp. Satish and Priya (2012) also assert that the right implementation of these new technological tools will definitely count to the teachers’ success in the classroom.

It is true that some of today’s teachers were not born in today’s digital world, but have become fascinated with the use of technology and have equally adopted many aspects of ICTs in their classes at some later point in their lives. As Galaviz and Normal (n.d.) asked, “Are the teachers who are not digitally compliance prepared for this?” Mabrito and Medley (n.d.) in the same manner, asked the same question; “Are educators rising to the challenge of teaching these students? The authors further probed on how confident are we (teachers) about using the Internet, computers, smartphones, tablets, or any

other modern electronic devices? So, are you a technophobe or techno geek?

How many of us are ready to adopt and use these new technologies to cope with the demands of today’s digital natives learning styles. Therefore, the onus lies on us to think and decide whether to be a digital teacher (digitally literate) in other to meet up with the demands of the net generation learners or remain technological backward and easily and timely quit the profession we have long cherished.

Nonetheless, Jan (2017) has observed that the recent advances in technology have affected almost every area of our life, including the way we talk and work with others; learn, teach, and as well has expanded our vocabulary, such as “Digital natives”, “Digital immigrants”, and “Digital divide”, etc.

However, the understanding of the concepts or new vocaburaies will help to buttress or give more meaning to the topic or subject under discussion.

Digital: Jones-Kavalier & Flannigan (2006) refers to it as “information represented in numeric form and primarily for use by a computer” (P. 9).

Immigrant: This refers to a person who leaves one country and wants to settle permanently in another (Giraffa and Marczak, 2014). The term could as well be defined as anyone who lives in a country (either permanently or temporarily) where he or she was not born (UNESCO, 2005).

Digital Immigrants: They are persons who were not born in today’s digital world but have, at some later point in our lives, become fascinated by and adopted many or most aspects of the new technology (Galaviz and Normal, n.d.). Prensky (2001) referred to digital immigrants as old-world settlers, who have lived in the analog age and immigrated to the digital world.” He further described them as those who were not born in the digital world and had adopted many of the new technologies later in life (Prensky, 2001a). Prensky lastly referred to them as those who manage to learn to exist but who (in his view) will never be fully competent. They are people who come late to the world of

technology; probably the parents of those called digital natives (Galaviz and Normal, n.d.). Baru (2018) refers to them as those who were born earlier and adopted technology at a later part of their lives.

Digital Immigrant Teachers: The digital immigrant (Prensky, 2001a, 2001b, 2009, 2010, Palfrey and Gasser 2008) are educators/teachers, who grew up and were trained before digital technologies. Therefore, those teachers trained within this period will rightly be referred to as “digital immigrant teachers “. White and Cornu (2011) also referred to the digital immigrant teachers as “Visitors”.

Digital Natives: The phrase “Digital Naives” (Prensky, 2001a, 2001b, 2009, 2010) and Palfrey and Gasser 2008) has been defined by Prensky (2001) as those born into an innate “new culture”. Prensky described this people as those who are entirely at ease with digital environment (White and Cornue, 2011). In view of its long history, the term, “Digital Natives” has been branded with several other terms, which are in circulation today as affirmed by scholars. Oblinger & Oblinger, 2005; Prensky, 2001 and Tapscott, 2009,) referred to it as “Net Generation or N-Gen” While Jorgensen (2003), Weiler (2005) and McCrindle (2006) referred to it as “Generation Y” and “Millennials” (Howe and Strauss, 1991, 2000, 2003).

The same population, as affirmed by (Jones and Shao, 2011) are also less commonly referred to as the “IM Generation”, which refers to the Instant Message Generation (Lenhart, Rainie, and Lewis, 2001); the “Gamer Generation” (Carstens and Beck, 2005) for the obvious reference to video games, and “Homo Zappiens” (Veen, 2003) for their ability to control information flows (Jones and Shao, 2011). As (Jones and Shao, 2011) observed, each of these terms definition is slightly different and differs in the way it is used by researchers. However, the authors affirmed in general terms, that they are used interchangeably.

As also observed by (Jones and Shao, 2011), a number of newer terms have emerged, which claim to identify a further generation in view of current technological advancements. Such terms are, “i-Generation” (Rosen 2010), “Google

Generation” (Rowlands et al, 2008 and JISC-Ciber, 2008). Nonetheless, call it the next generation,

N-Gen, the Google generation, or the millenials, these names as (Gibbons, 2007) posits is to highlight the significance and importance of new technologies within the lives of young people. They further emphasized that they are all “native speakers” of the digital language of computers, gadgets, video games and the Internet. As well, the term, “new millennium student” is currently in circulation (Pedró, 2009). Lastly, White and Cornu (2011) have referred to it as “Residents”. Nevertheless, the use of these terms depends on each scholar, but all refers to current generation of students in schools.

Net Generation Learners: This is one of the phrases used to describe “Digital natives”. Tapscott (1997) coined the term “*Net Generation*”, which referred to young people who had grown up surrounded by digital media. They are the group of youthful people, who were born with technology in the early 1980s, who grew up in an environment in which they are constantly exposed to computer-based technology, and have acquired methods of learning that are different from those of previous generations (Tapscott, 1997),.

Digital divide: The differences of opportunity that exist between people who can regularly and easily use the Internet and email, and people who cannot do this is referred to as “Digital divid” (Dictionary of Contemporary English, 2009). This has as well been defined by Hargittai (2003) as, “The gap between those who have access to digital technologies and those who do not; or the gap between those who use digital technologies and those who do not understood in binary terms distinguishing the “haves” from the “havenots.” Binary terms in this case as the scholar emphasized means someone either has access to the medium or does not, or someone either uses the Internet or does not. In the same development, digital divide has also been defined as the inequality in access to technology that exists between communities due to regional and demographic differences, particularly socio-economic groups (Tustin, 2015).

Generally, Baru (2018) stated that our students have changed dramatically in terms of slang, styles and clothes, which he attributed to rapid dissemination of technology in the 21st century, as they grow up with technology and are surrounded by smart phones, computer devices, high speed Internet, Twitter, Instagram, e-mail, telegram, and Whatsapp. Technological innovations have introduced new methods of instruction in all fields, including the education sector. Oblinger and Oblinger (2005) acknowledged that technology is advancing at such a rate that traditional ways of teaching and learning are not pushing students and teachers to their full potential. In the same manner, McNeely (2005) concurs that the traditional lectures are not fulfilling the learning potential of typical students today. Prensky (2001b) suggests that 'Digital Natives' brains are likely physically different from those of previous generations as a result of the digital input they received growing up. Prensky was also concerned about the deep gap between the Digital Native students (the techno gurus) and the Digital Immigrant tutors (techno illiterates), which has created "the biggest single problem facing education today." (p. 2). Prensky further observed that the characteristics and learning preferences of Digital Native students, he argued, were incompatible with the teaching practice of their teachers.

Powell (2007) with reference to Palfrey noted that the arrival of digital natives at universities around the world presents a challenge, both for their teachers and their institutions. In the same manner, Hartman, Moskal and Dziuban (2005) in their write-up titled: "Preparing the academy of today for the learner of tomorrow" also observed that the digital natives entering higher institutions bring a blend of behaviours, attitudes, and expectations that creates opportunities, as well as challenges. This includes the shallowness of their reading and TV viewing habits, a comparative lack of critical thinking skills, naïve views on intellectual property and the authenticity of information found on the Internet, as well as high expectations combined with low satisfaction levels. These, the scholars observed pose lots of gap between most institutions' information

technology environments and the preferred technology the Net Generation students' use.

As Hartman, et al (2005) noticed, the above preferences of 'digital natives' students have created greatest challenges for educators, administrators and the entire staff in view of the fact that majority of them belongs to earlier generations. Dede (2005a, 2005b) as well claimed that in all ages, that technology has always reshaped the mindset of students, and presently creating a "neomillennial" learning style. As a consequence, the scholars assert that teachers need to modify their teaching practices to accommodate a new technology-based educational trend and as well meet the new learning needs of the technologically sophisticated students (Jones and Shao, 2011). Hence, enabling environment and services that will suit the needs of this brand of students to achieve their goals must be provided. The problem at hand now is on how the digital immigrants teachers hope to meet the demands of net generation students, since today's learners, who are believed to be technological skilled may considerably require today's teachers (digital immigrant teachers), who can effectively manipulate these technological advances to the best benefit of the present digital learners.

Educators often rely on that assumption to justify changes to institutional curricula, technology initiatives, new classroom strategies, and calls for educators to meet the educational demands of the younger generation. In modern classrooms, teachers are faced with technological advances that can compliment or inhibit instruction (Morrison & Lowther, 2015). As Galaviz and Normal, n.d.) observed that there are wide varieties of information and communications technologies, including hardware and software, available for teachers. The methods of teaching today are quite different from what it used to be in the previous centuries, because teachers of today are confronted with new methods of delivering instructions to net generation learners/students.

Presently, Senjov-Makohon (2004) observed that teachers, who have extensive teaching

experience lack information and communication technology (ICT) knowledge and skills to cope with learning styles of the digital native learners. Traditional lectures are not fulfilling the learning potential of typical students today.

There is no doubt that the learning preferences of the digital natives are quite different from their predecessors. Among today's learning preferences include flexibility in the learning environment, collaboration (teamwork), student-based projects that incorporate challenging assignments, and *most importantly* respect for student voices (Clare, 2013). We are in era where the teachers have become facilitators, where the needs of the students need to be put forward first and allow them to be in the driver's seat (Clare, 2013). Galaviz and Normal, n.d.), in their contributions to the digital native learners vs digital immigrant educators, declared thus:

“The use (of) technological tools, such as cell phones, multimedia, their time. educational software, videos or television is the new kind of can't or literacy that marks the generation gap between digital immigrants they believe and digital natives”. The scholar further raised the question, “How it the same can we teachers of the XX century get prepared to evolve and : them will follow the new trends of education in the XXI century?” (P. 147).

Prensky (2001) had already answered the above question when he stated that if digital immigrant educators really want to reach digital natives (i.e., all their students), they will have to change to the new pattern of teaching by embracing and adopting the new technologies. In the same manner, Akudolu, 2006) stressed that educators or teachers in institutions of learning should be equipped with information and communication technology skills to handle information and adopt a problem-solving approach in order to generate knowledge among net generation learners. Nonetheless, let's examine some of the major characteristics of digital immigrant teachers.

Major Characteristics of Digital Immigrant Teachers

Galaviz and Normal, n.d.) observed that there are still teachers who are reluctant to use technology in their classrooms today, stating that they just contented themselves with having a traditional learning environment, whether their

students like it or not. One wonders how these teachers will contend with the digital learners, who are native speakers” of the digital language of computers, gadgets, videogames and the Internet? (Galaviz (n.d.). Prensky (2001) noted that the single biggest problem facing education today is that our digital immigrant instructors, who speak an outdated language (that of the pre-digital age), are struggling to teach a population that speaks entirely new language. The author further stated that the digital naives oftentimes feel as if unintelligible foreigners were brought to the class to lecture them.

In view of the above, the digital immigrants educators have continuously been resistant to change, they don't believe that today's learners are different as most of them don't yet believe their students can learn successfully while using new technologies, such as watching TV or listening to music, as these weren't opportune to

As Prensky (2001) noticed, digital educators prefer reading and editing their emails by printing them out on paper than reading on the screen. The scholar further affirmed that they prefer dealing with someone physically than through any of the new technologies. Prensky (2001) acknowledged that digital immigrants choose to do things their own way, that is, teach slowly, step-by-step, one thing at a time, individually, and seriously. Digital Immigrant teachers believe that Digital Natives don't always pay attention in class activities as they are usually glued to their smartphones.

Digital immigrants, or “Visitors” as referred to by White and Cornu (2011) believe in ‘real’ social life and choose not to socialize online and as well reluctant to using e-mail or Skype to maintain relationships. They are also cautious of creating a Facebook profile. Digital immigrants believe that the web is not a ‘place’ to think or to develop ideas and do much of their thinking off-line. Hence, they are users, not members of the

web. Again, they place little value in belonging online.

2. Characteristics of Digital Natives Learners

VanSlyke (2013) opined that kids born into any new culture learn the new language easily, and forcefully resist using the old. They grow up with technology and have spent their entire lives surrounded by and using the technology - computer devices, videogames, digital music players, video cams, cell phones or smart phones, high speed Internet, Twitter, Instagram, e-mail, telegram, and Whatsapp among others (Baru,2018 and VanSlyke, 2013).

Computer games, email, the Internet, cell phones and instant messaging are integral parts of their lives. Prensky (2001) assumed that our students' brains have physically changed, and they think different from ours as a result of the digital environment they grew up. Without much ado, we can certainly say that their thinking patterns have actually changed.

Digital natives see the Web as a place as a cluster of friends and colleagues, whom they can approach and share information about their life and work; a good proportion of their lives are, spent online, and a vital place to express opinions and relationships can also be formed and extended (White and Cornu, 2011). The scholars further stated that they are happy spending their time with others online simply because they 'belong' to a virtual community. They have a profile in social networking platforms, such as Facebook or Twitter and are comfortable expressing their persona in these online spaces The Web is a tool for online banking and shopping. It is as well used to maintain and develop a digital identity. They see social networking platforms as quick avenues for communication or interactions and their opinions are mostly expressed in blog posts or blog comments, Facebook, Twitter, Whatsapp, etc., and contents are constantly generated. They value smart phones, and they consult Google and Wikipedia for their immediate or relevant information or knowledge (White and Cornu, 2011).

Natives or residence see the Web primarily as a network of individuals or clusters of individuals who in turn generate content (Jan, 2017). The scholar further asserts that social networking, online games and tools as mobile phones, iPods are everyday use of students.

3. Learning Preferences of the Net Generation Students

Oblinger and Oblinger (2005), McNeely (2005), Wikipedia (2019), Kaminski, Seel, and Cullen, (2003) have indentified some of the preferences of the Net Generations students or learners as discussed hereunder:

- Values experiential learning (learning by doing). They learn by doing, and not by reading instruction manuals or listening to lectures
- They work in teams during learning processes
- Behaviours are expressed through technologies
- They prefer constructivist and connectivist methods of learning
- They are involved in multitasking activities z
- They value interactivity with computers, professors, websites, or classmates (McNeely, (2005)
- Early use of technologies. They start using computers between the ages of 5 and 8
- Plays with Internet tools (e-mail, chats, Instant messages, Whatsapp, Facebook, etc)
- Digital natives frequently surfs the Net.
- They use the latest in technology (Cell phones, Computers, PDAs, MP3 players, or Digital cameras (McNeely, 2005).
- They expect things to work properly and work fast.
- Net Geners require social component of learning. They value social networking as part of their learning activities.
- They prefer creating presentations in text and multimedia
- They need technological access and skills. Students must possess computer

or digital competency skills to excel in their chosen endeavours. They must have fundamental computer skills, such as Word processing, creating a spreadsheet, using Web browsers, and e-mail.

- They learn so much when operating a computer, such as using computers for homework, online chatting, checking e-mail, and surfing the Internet, write a simple Web page, update a ready-made blog site, or download music and movies, burn CDs, etc.
- They value learning through practical games, which is game-based learning.
- They learn through project-based, problem-based, and inquiry-based of instruction.
- They need to communicate quickly with each other, but in a centralized manner, such as with message board
- Natives prefer asking open-ended questions; hence, they seek for time for questions and share their thoughts and opinions
- Due learner-centeredness of the their nature, they prefer active to passive learning
- They prefer teachers to clearly explain objectives
- Natives students prefer to find and following their favour or excitements
- They believe that failure is a learning process.

Generally, the learning preferences of the Digital Native students include teamwork, flexibility in the learning environment, student-based projects that incorporate challenging assignments, and *most importantly* respect for student voices (Wikipedia, 2019).

4. How Net Generation Students Learn

There is no doubt that the children of today learn differently. Therefore, several learning styles have been adopted:

- Learning by doing
- Interaction, Not Isolation (use technology in their daily lives

(relationships are a driving force in the learning process). Learning through social interaction is important.

- Feedback from the professor is vital, and working in groups is the norm (McNeely, 2005).
- Cut-and-Paste Culture (Plagiarism is the academic infraction of choice); Cheating is on the rise in universities
- Teamwork
- They all use computers in their class work and in their hobbies.
- They have a wide range of interests, outside their chosen area of study.
- They are not locked into one thing, although all are highly motivated and pursue their interests with passion.
- They use the latest in technology, whether cell phones, computers, PDAs, MP3 players, or digital cameras.
- They expect things to work properly and work fast.
- They get bored if not challenged properly, but when challenged, they excel in creative and innovative ways.
- Average student will use a computer for homework, online chatting, checking e-mail, and surfing the Internet.

5. General Impact of Technology on Digital Immigrant Teachers and Native Learners

Prensky (2001), in his famous article titled, "[Digital Natives, Digital Immigrants](#)" put forward the division between the two terms. The scholar defined "Digital Natives" as those individuals born into an innate "new culture" while the "Digital Immigrants" are old-world settlers, who have lived in the analog age and immigrated to the digital world. In the same manner, Wikipedia (2019) declared that a digital immigrant is an individual who was born before the existence of digital technology and adopted it to some extent later in life; while a digital native is an individual born during or after the digital explosion. These "Net generation learners" require technological competent reliant teachers, who will speak the same language with them.

Prensky (2001a) asserts clearly that as a result of digital natives interactions with technology, today's students think and process information fundamentally differently from their predecessors; hence has direct impact on ways they think, receive information really fast, and parallel process and multi-task. The scholar further affirmed that they function best in a networked environment. They thrive on instant gratification and frequent rewards. They prefer games to "serious" work. In view of the above, it provides an avenue for professional development of digital immigrant teachers. This is in conformity with Tapscott (1999) postulation that the whole generations of teachers need to learn new tools, new approaches, and new skills. It is on this premise that (Baru, 2018) recommended that today's educators should adopt and adapt the materials and methodologies to cater to the needs of the current students, and also in view of the fact that the 21st Century teaching and learning emphasizes the application of the integrate of 4 Cs (Critical thinking, Creativity, Communication, and Collaboration) in lesson, which makes teaching and learning easier and livelier.

It has been researched that young people's access and use of technologies differ considerably; hence, this has lots of implications for policy makers cum educational providers. They need to take the variability of these into account when designing educational systems and making changes at programme or institutional levels so that it will be capable of transforming students' social and academic lives. This is paramount because Shao (2011) asserts that it would be even more misleading to assume that being a member of the Net Generation/ Digital Native was synonymous with knowing how to use and adapt new technologies and tools to help with their learning in university (Shao, 2011).

6. Characteristics of "Digital Natives"

- (i) They see the world in less hierarchical terms - the Internet levels the playing field, making everyone more equal online;

- (ii) They live in the world of computers and video games;
- (iii) They are constantly connected to the online world;
- (iv) They have the capacity to use digital technology transparently;
- (v) They express themselves in ways mediated by digital technologies;
- (vi) They have plenty of friends in social networking sites (including people who they have never met in person);
- (vii) They feel comfortable in online environments;
- (viii) They rely on online spaces to search for all the information they need (they learn through browsing);
- (ix) They have a tendency to attend to several things at once – multitasking
- (x) They receive and process information at a rapid pace;
- (xi) They share photos and videos with their friends all over the world;
- (xii) They learn via participation rather than passively, as illustrated in the difference between Wikipedia and Britannica;
- (xiii) They text speak. Their language is quite different from the digital immigrants. They use Text speak or chat terms they use today, which is becoming more prevalent and relevant in our present society weren't in existence before now. For instance, 2day represents today; B/C or BC represents because; DoB represents date of birth; PLZ represents Please; F2F or FTF represents Face to face; B4 represents Before; L&R represents HAK Hugs and kisses Later; ur represents your; 2morrow or TMRW represents Tomorrow represents; LOL represents Laughing out loud; HAND represents Have a nice day; txtspk represents Text speak; FB represents Facebook; ILU represents I love you, etc. (Galaviz and Normal, n.d.);
- (xiv) They are in touch with Wikipedia and not Britannica or Americana;

- (xv) Digital natives receive information very fast;
- (xvi) They value graphics to texts;
- (xvii) They work effectively by networking;
- (xviii) They have desire for gratifications and rewards.

7. Basic Guidelines for Teaching the Digital Natives

The teaching and learning in the 21st Century has assumed a different dimension. Below are some of the guidelines for teaching in the digital world as suggested by Clare (2013):

- Explaining objectives clearly
- student-centered learning
- problem-based learning
- inquiry-based learning
- active learning
- asking the 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

With above methods of instruction, these teachers are not often comfortable with ICT, as they lack the competence(s) to manipulate the technological devices. Thus, the only alternative left for them is to adjust to these technological developments by learning the new and creative ways to enhance their technological skills or competences to enhance the new ways of delivering instruction to cope with the digital native learners' varying learning styles.
Suggestions/Recommendation

As suggested by Jones and Shao (2011), "The net generation and digitally native students were

supposed to be forcing teachers to change their curricula and pedagogical models to cater for the needs of the new population of students entering university." Many teachers today are still resistant to change; not conversant with the use of technological devices/equipment for instructions. As a result, meeting the challenges to integrate digital technology requires change in the ways teachers are trained to use new technologies; changes in curriculum content; organization of curriculum time to accommodate personalized learning; teachers' professional development and reflection on pedagogic practices. This is in tandem with Tapscott (1999) postulation that a whole generation of teachers needs to learn new tools, new approaches, and new skills. Today's teachers have to learn to communicate in the language and style of their digital native students. Jones and Shao (2011) urged teachers to change in order to accommodate the new generation of students. Saddiqui (2008) opined that if technology is to be appropriately used to support student collaboration, inquiry, and interactive learning, teachers' beliefs about teaching/learning must change. Consequently, short programmes should be provided for teachers to professionally develop themselves to adequately handle today's learners' learning styles. There is need for educational reforms that will incorporate collaborative and learner-centred instructional strategy in line with the current scenario.

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