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Stats for CETL Programs

2013-2014 Faculty Development Luncheon Series		
(based on 9 FDLs)	Total	Ave.
RSVP'S	560	62.2
Regrets	41	4.6
No-Shows	94	10.4
Additional/no RSVP	31	3.4
Actual Attendees	456	50.7

Spring Faculty Development Luncheon Participation	
Accountancy	3.00%
Applied Sciences	12.00%
Athletics	1.25%
Business Administration	4.00%
Education	3.00%
Engineering	4.00%
Information Technology	0.50%
Journalism & New Media	2.00%
Law	0.25%
Liberal Arts	47.00%
Library	7.00%
Nursing	1.50%
Outreach & Continuing Edu	0.50%
Pharmacy	6.00%
Provost Office	5.00%
Student Affairs	3.00%
Total Spring Participants	284

2013-2014 Graduate Student Seminars		
(based on 7 GSSs)	Total	Ave.
RSVP'S	64	9.1
Regrets	3	0.4
No-Shows	21	3
Add'l/no RSVP	7	1
Actual Attendees	47	6.7

The Myth of the Digital Native

By Deb Wenger, Associate Professor, Meek School of Journalism & New Media

If you've ever taught a class that uses even the lowest level of technology (think Blackboard), you know how this article got its title. The belief that anyone under 30 is automatically a "digital native" lasts about a week, at best, in a typical college classroom.

Derek Willis, who is an interactive developer for the New York Times, says that the term was coined to describe: "individuals who supposedly emerged from the womb with a facility for computing devices, the Internet and (especially) social media. They speak (type) an abbreviated language mystifying to their elders, have some different theories on the notions of sharing and privacy and have been exposed since an early age to what is surely much more information than any generation in humanity's existence."ⁱ

Now, some of the above is absolutely true – ideas about what to share and what to keep private have clearly changed, and certainly the sheer amount of content young people – make that anyone – can access from any Internet-enabled device can be staggering to consider. Add to that the fact that many college-aged students or younger can operate a smartphone while doing everything from eating dinner to disarming a nuclear device, and you know that their digital dexterity is pretty darn high.

In his 2001 paper, Digital Natives, Digital Immigrants, Mark Prensky wrote that all the technology in students' lives has changed the way they behave and maybe even changed the way their brains work. He says that our students are all native speakers of the digital language of computers, video games and the Internet.ⁱⁱ

However, Mike Rugnetta with the PBS Idea Channel makes an argument that no one is actually born a native speaker of digital in the same way that no one is born a native speaker of any language. He says we learn language through context, immersion and practice. Even though our students have access to computers and other digital devices, those devices don't come pre-packaged with understanding.ⁱⁱⁱ

For example, if you're from an older generation, think about how you grew up interacting with television. Just because you've watched countless hours of programming doesn't mean that you understand how to produce that content or even how it actually gets made or distributed.

When we call someone a "digital native," we may be confusing comfort with technology with knowledge about technology.

Right now at Ole Miss, a committee is working on developing a new digital media minor for our students. Representatives from journalism, computer science, art and the university's IT department are trying to create a pathway for students to learn not only how to understand digital technologies, but also how to use and build and manage them.



This effort is essential for helping to keep the university and its graduates

2013-2014 Graduate Student Seminar Participation

Biology	4.26%
Civil Engineering	8.51%
Economics	6.38%
Education	4.26%
Electrical Engineering	2.13%
English	8.51%
Finance	2.13%
Geology	8.51%
HESRM	4.26%
History	4.26%
Management & MIS	8.51%
Mathematics	12.77%
Modern Languages	6.38%
Physics and Astronomy	2.13%
Psychology	10.64%
Sociology	2.13%
TESOL	4.26%
Total Participants	47

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 Rebekah Reysen, *Learning Specialist*
 Sarah Hill, *Senior Staff Assistant*
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relevant in an age when technology affects nearly everything we do. There's another theory espoused by Chris Jones in the journal *Learning Media & Technology* – call it the “anti-digital native theory” – It suggests that digital knowledge needs to be learned, and therefore it needs to be taught and institutionalized.^{iv}

The new digital media minor will be one place to start. And just maybe, after it's been around awhile, there will be fewer students submitting assignments electronically with absolutely nothing attached.

ⁱ Willis, Derek. "The Natives Aren't Restless Enough." *The Natives Aren't Restless Enough*. TheScoop.org, 01 Oct. 2013. Web. 29 Apr. 2014. <<http://thescoop.org/archives/2013/10/01/the-natives-arent-restless-enough/>>.

ⁱⁱ Parensky, Mark. "Digital Natives, Digital Immigrants." Web. Apr. 2014. <http://www.mareprensky.com/writing/Prensky%20-%20Digital%20Natives.%20Digital%20Immigrants%20-%20Part1.pdf>

ⁱⁱⁱ Rugnetta, Mike. "Do "Digital Natives" Exist?" *PBS Idea Channel*. 11 Dec. 2013. *YouTube*. Web. 29 Apr. 2014. <Jones, Chris. "A new generation of learners? The Net Generation and Digital Natives." *Learning, Media and Technology* 35.4 (2010): 365-368.>.

^{iv} Jones, Chris. "A new generation of learners? The Net Generation and Digital Natives." *Learning, Media and Technology* 35.4 (2010): 365-368

2013-2014 Graduate Instructor Award Recipient

By CETL Staff

Since 2008 the Center for Excellence in Teaching and Learning, with support from the Provost Office, Graduate School and Dr. Johnny Lott, has awarded a Graduate Instructor who demonstrates excellence in teaching. This award is intended to demonstrate the University's appreciation of the efforts of all Graduate Instructors and Teaching Assistants whose work contributes to quality teaching and learning on campus.

This year, CETL received seven nominations: Shokhasanam Djalilava (Curriculum & Instruction–English), Scott Milo (Engineering), Ahmen Rashad (Particle Phenomenology), Christopher Schwanke (Mathematics), Daniela Silva (Modern Languages), Devin Thomas (Engineering), and L. Tyler Williams (Accountancy).

We congratulate these seven outstanding graduate students on their nomination for this award. Their nomination is evidence of the impact they have had in the lives of our students. We are proud of them all and appreciate their dedication to the teaching profession and for all that they do for our students at the University of Mississippi.

While all the nominations were impressive we are only able to give one award. It is our honor and privilege to announce that Mr. Christopher Schwanke (Mathematics) has been selected as the winner of the 2013-2014 Graduate Instructor Excellence in Teaching Award. Mr. Schwanke will be recognized at the Doctoral Hooding Ceremony on Friday, May 9, 2014 at the Gertrude Castellow Ford Center for the Performing Arts. At that time, he will be presented with our “Golden Apple” trophy and a \$1,000 monetary award by Dr. Johnny Lott, inaugural Director of the Center for Excellence in Teaching and Learning and monetary



supporter of the award. In addition, his name has been added to the perpetual plaque displayed in the J.D. Williams Library and is posted on the CETL website. Please join us in congratulating Chis on this award!