Focusing on “generation Y” students’ expectations: a new way of conceiving an e-learning strategy

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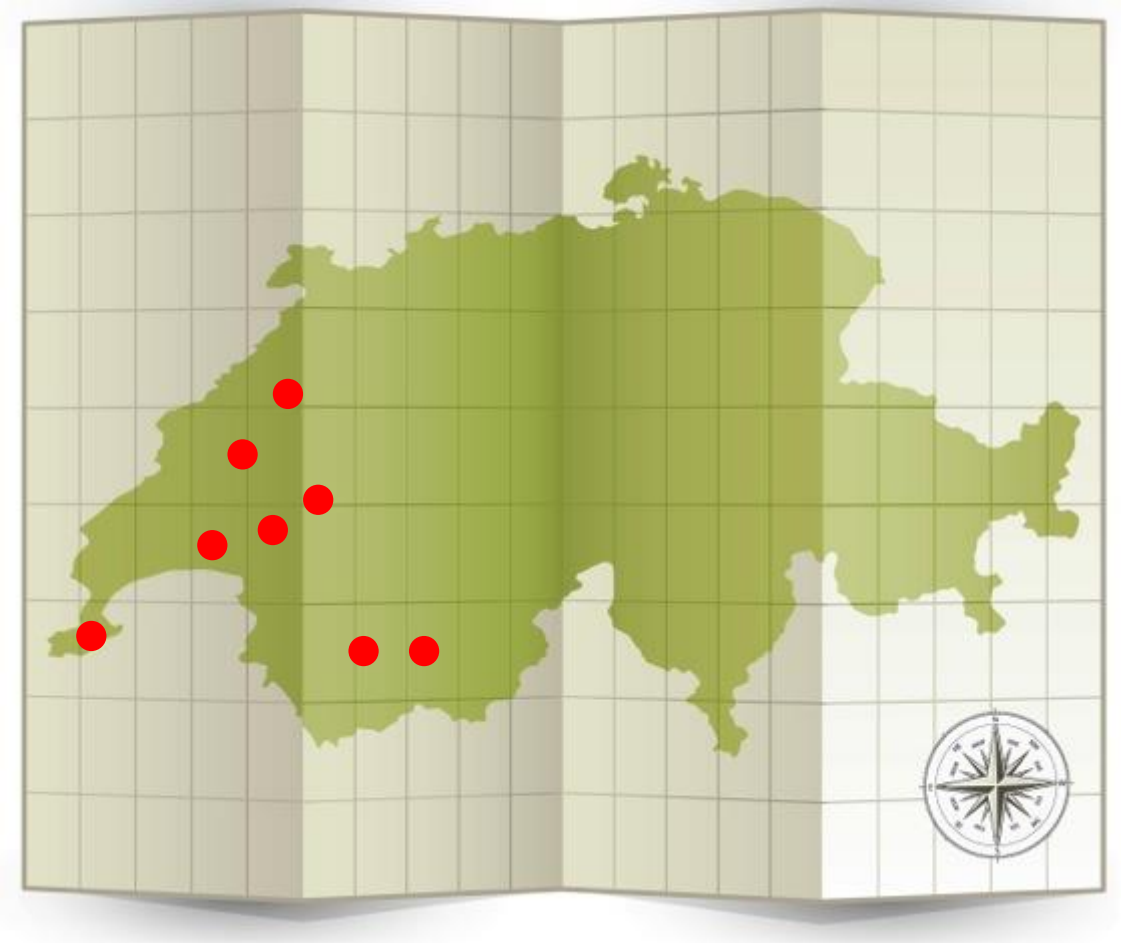
eLearn conference 2013 – Las Vegas

BY NC SA

HES-SO

University of Applied sciences western Switzerland

19,000 students, the largest UAS in Switzerland
27 schools / **6** fields
41 Bachelor's degree programmes
17 Master's degree programmes



SWITZERLAND

4 languages

German
Italian
French
Romanche

8 mios people

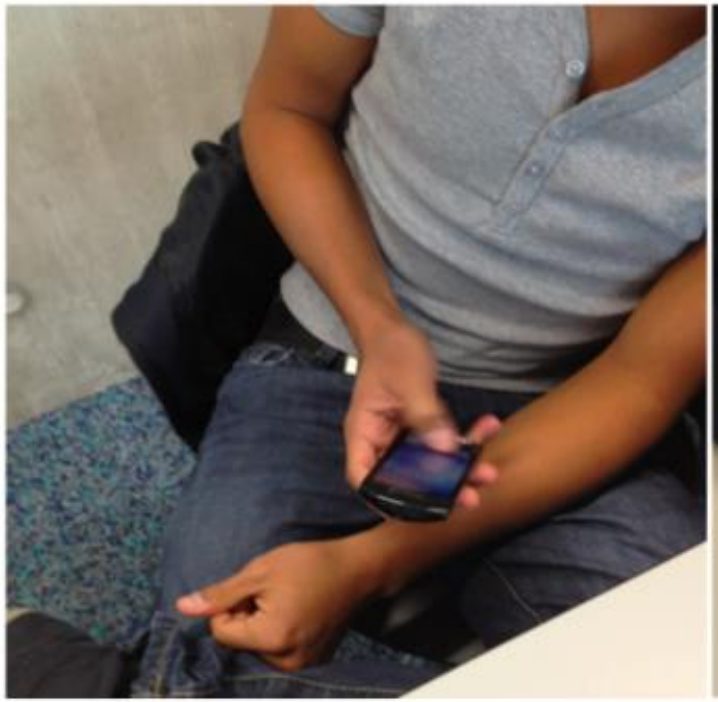
2 types of universities

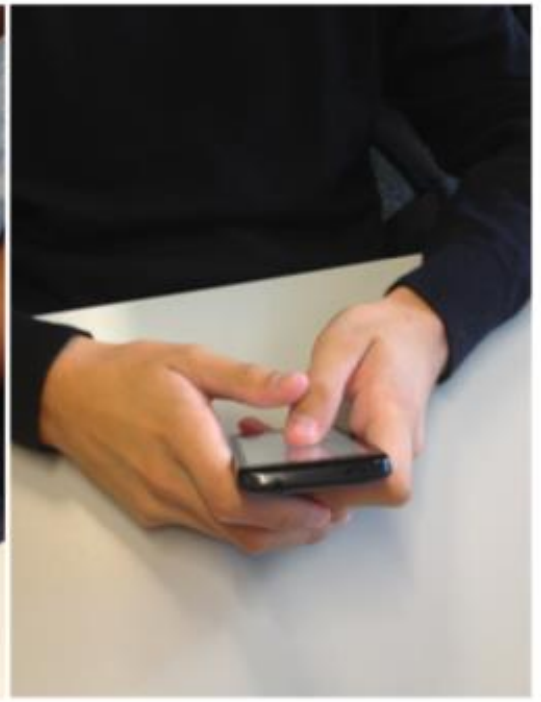
Academic
Applied

new tools

for new students

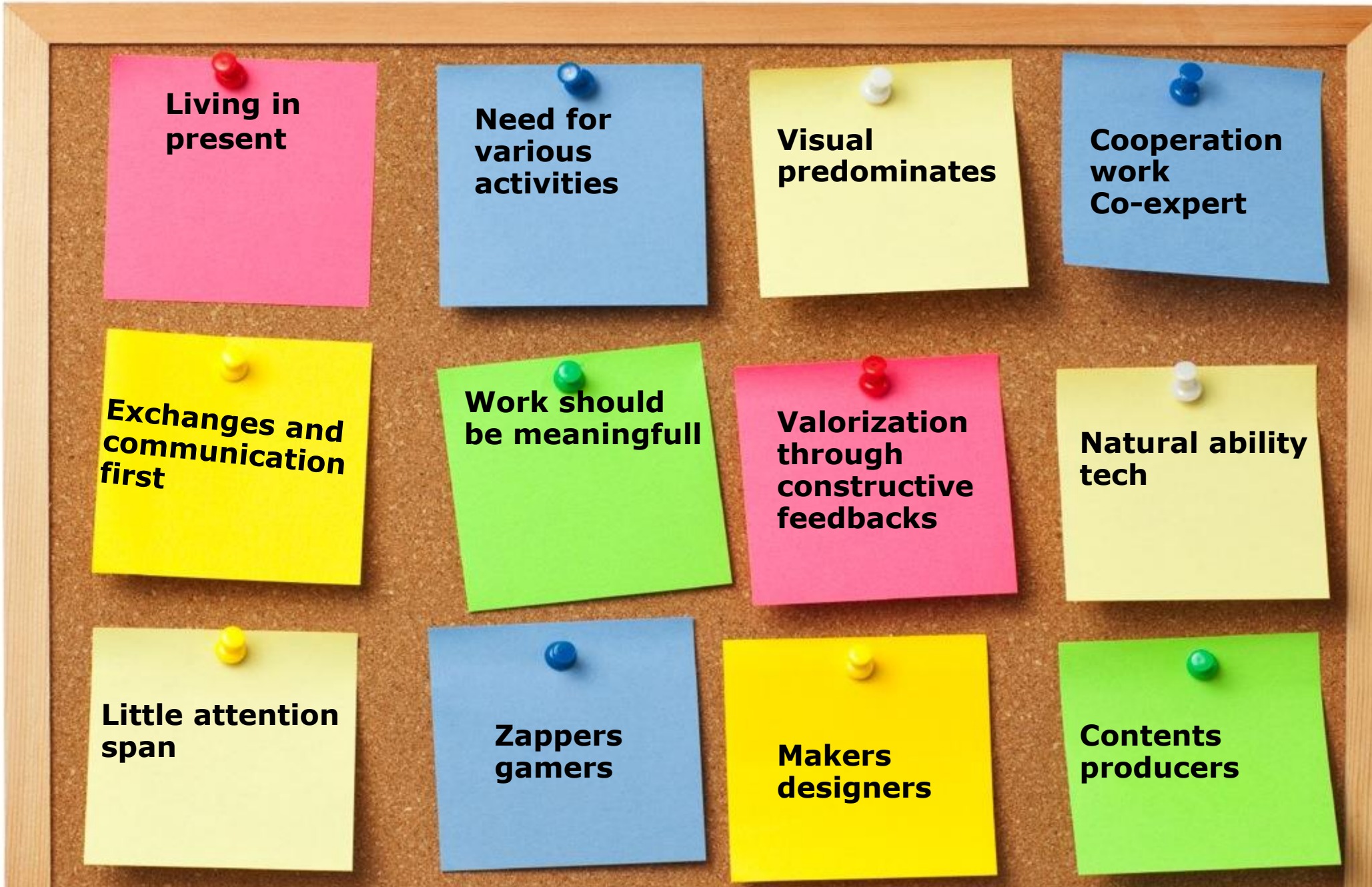
1950





2013

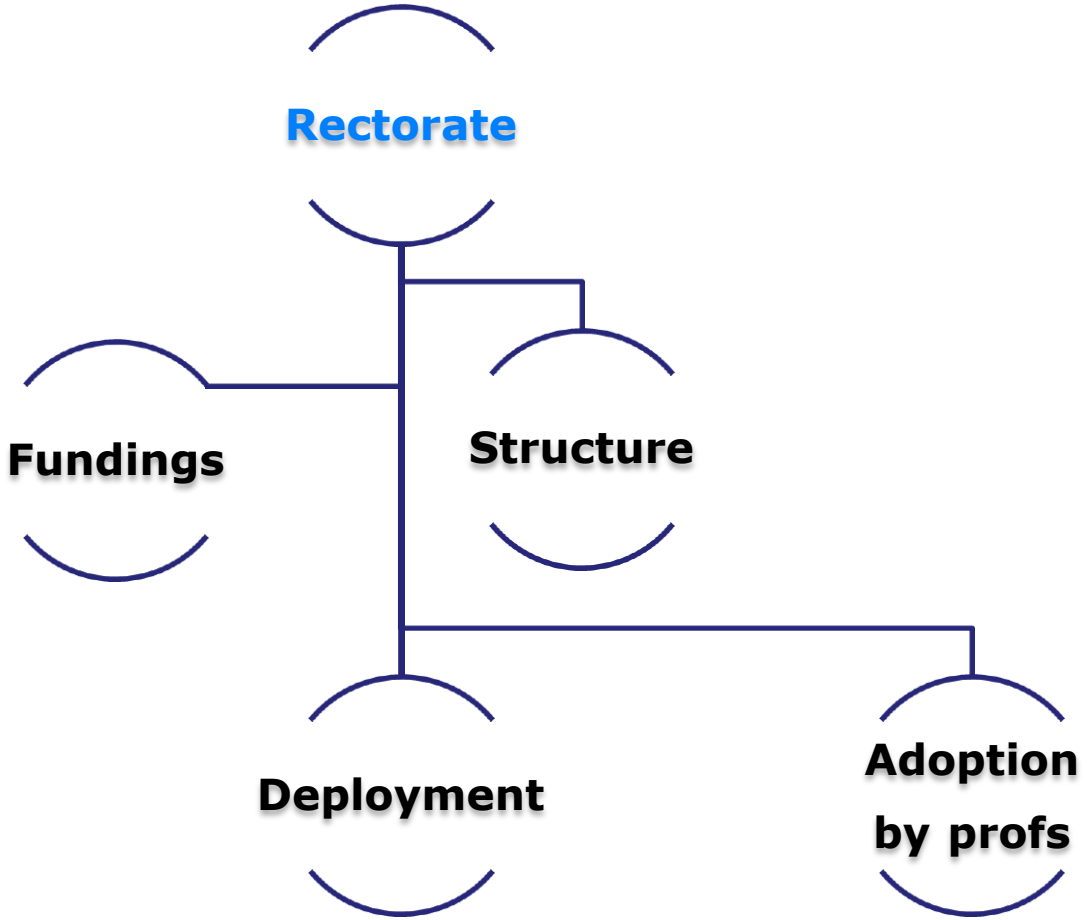
Y gen


Living in present
Need for various activities
Visual predominates
Cooperation work Co-expert
Exchanges and communication first
Work should be meaningfull
Valorization through constructive feedbacks
Natural ability tech
Little attention span
Zappers gamers
Makers designers
Contents producers

E-learning policy : phase I

Top-down phase
(2004-2007)

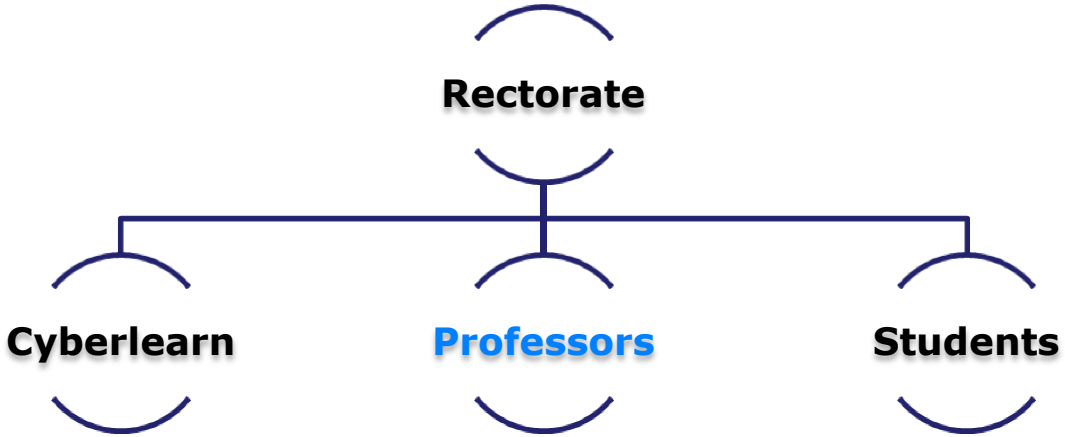
650 courses by 2007



E-learning policy : phase II

First Phase bottom-up
(2008-2011)

2500 courses by 2011

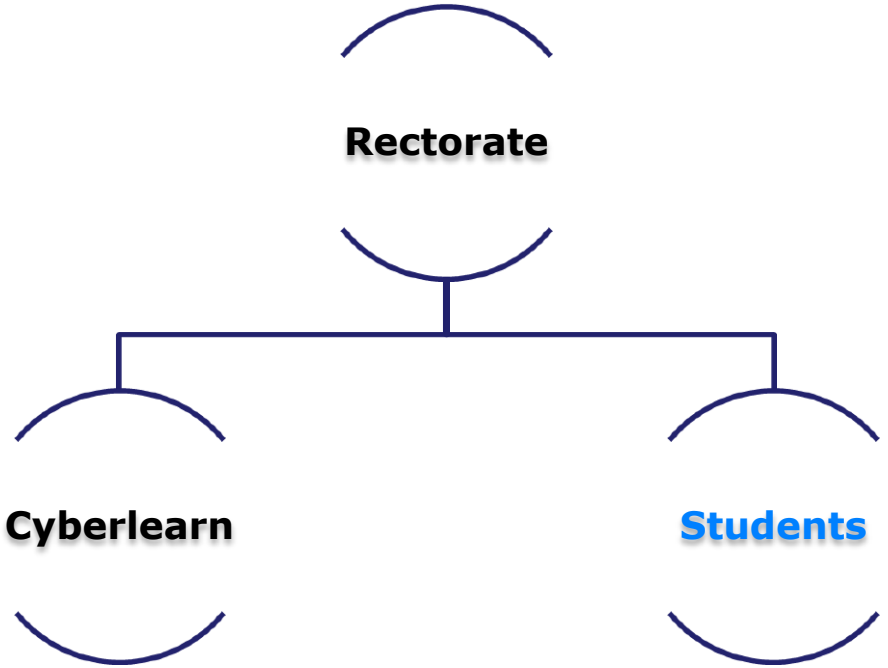


E-learning policy : phase III

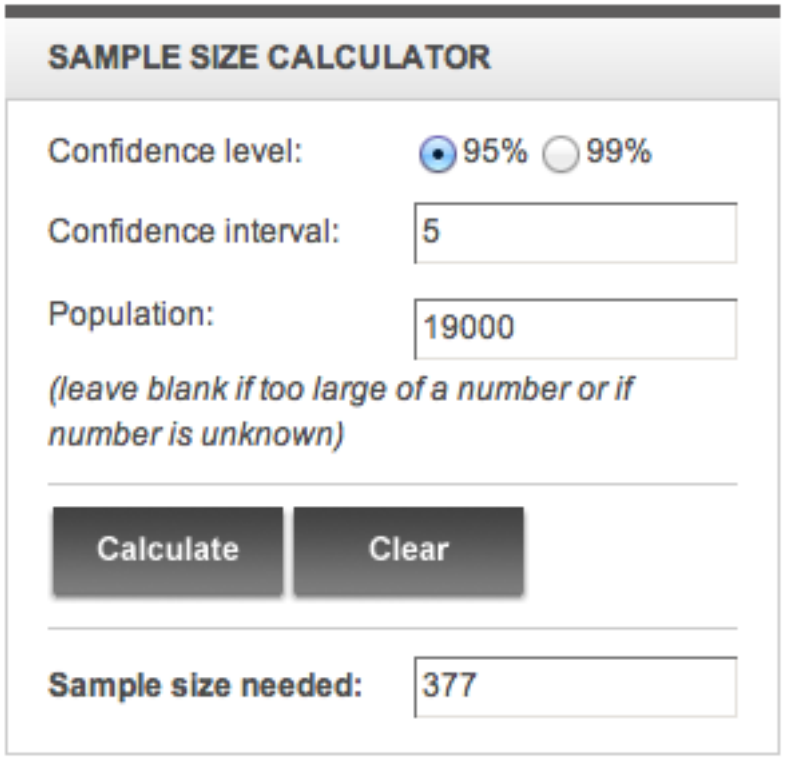
Seconde Phase bottom-up

(2011-present)

+4000 courses by 2013



Survey



800 entries

Survey May 2013

52% women, 48% men

80% 18-25 years old

86% on FB

76% use a smartphone During classtime

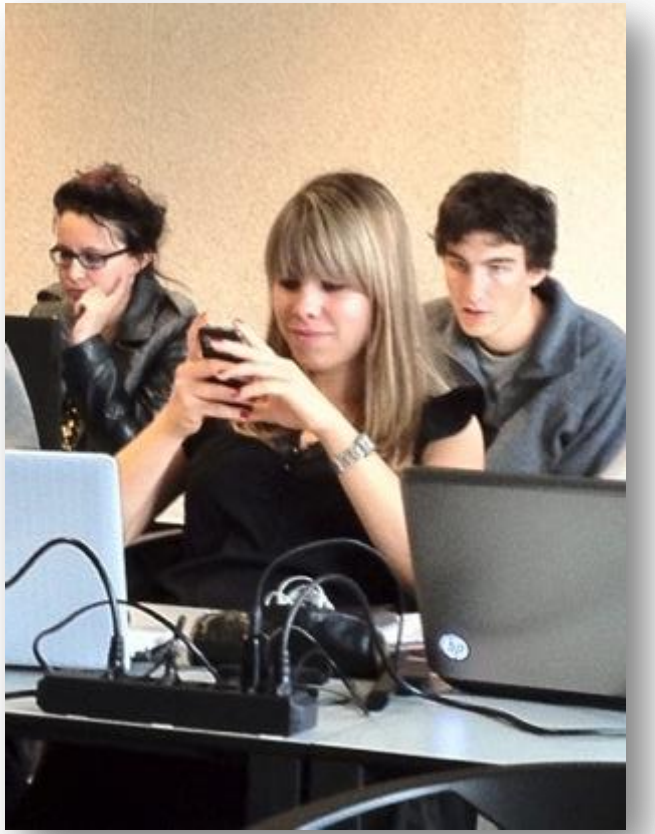
87% have a smartphone

20% a ipad-like tablet

3% a e-reader

One of my communication class in computing section looking at colleagues' realizations

In general, they use technology to :



Is A.
really working?
#smilingattheoutsideworld

check their e-mails

use social media

game

chat

listen to music

log on Cyberlearn platform

do research for their courses

read news and sports information

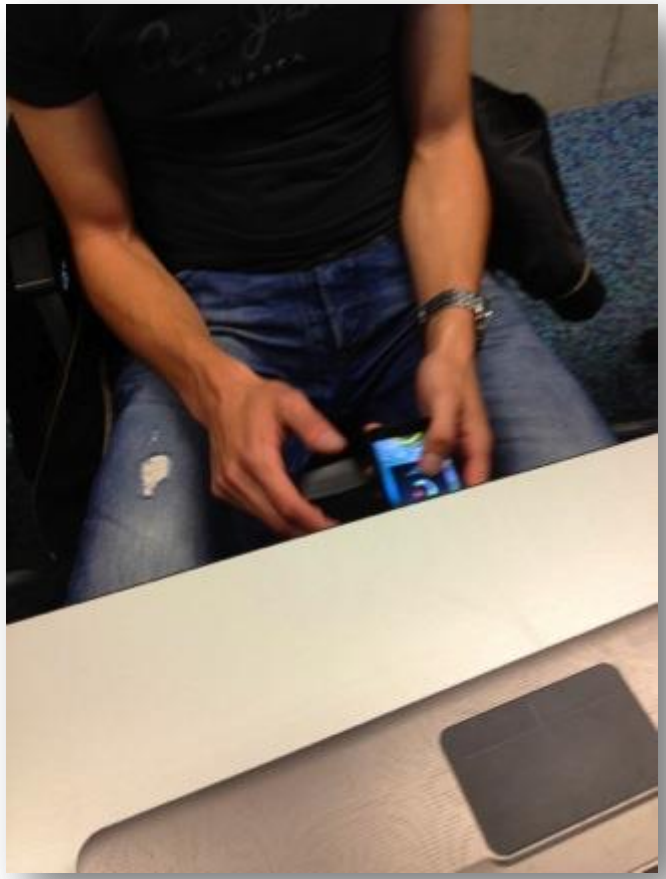
watch TV shows,

buy clothes

surf on video websites or watch live TV

only 1.5% never goes on Internet

During classtime, they use technology to :



Kevin seems to do something else #underthetable

85% of them access the Internet during the course

- 15% who do not

46% access the Internet because their professor uses the Internet during the course

- 29 % check on data showed by the professor

49% seek data to supplement data provided by the professor

- 68% read their e-mails

47% browse the Internet

- 32% admit being bored by the course

28 % like doing several things at the same time

“*Sometimes, browse the Internet or check e-mails help to progress on other projects. Moreover, it could be useful to take notes on Google drive and then share.”*

“I cannot stop myself from going on the Internet for a day, it's really part of my daily life.”

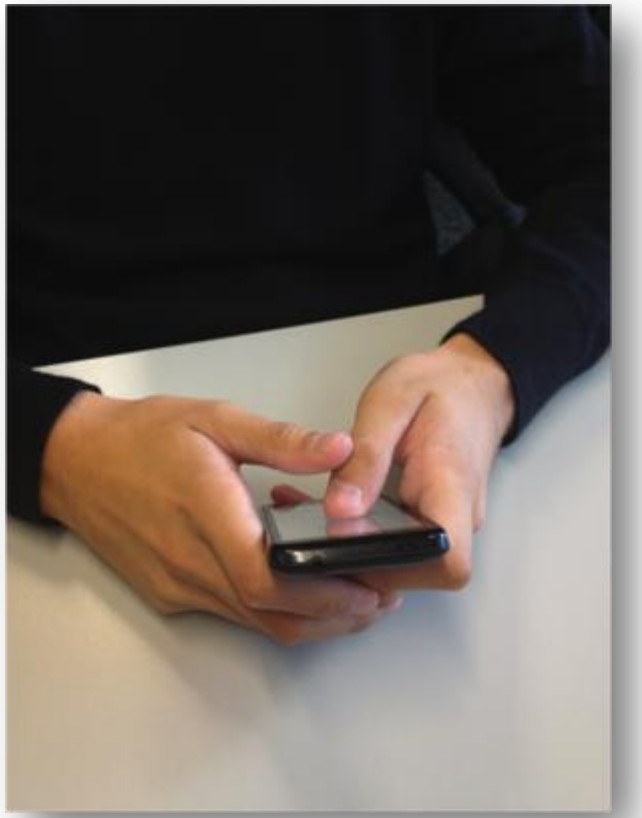
“If attendance is mandatory, but the course is too simple or boring, I do another job (or my student job) on my laptop!”
on the Internet for a day, it's really part of my daily life.”

“The Internet prevents me from being 100% in this course ... Having access with a single click to all information related to what professor says, makes me less attentive. But it is an illusion because you don't keep anything of what you read on the Internet.”

“*when the course is particularly uninteresting I quickly digress*”

“*I cannot stop myself...*”, “*The Internet prevents me from...*”, “ *it makes me less attentive..*”

The use of smartphones



Communicating
#ubiquitousworld

75 % use their smartphone during lecture

- 29 % frequently
- 46 % sometimes

57 % they check SMSs

- 49 % chat on an instant messaging app such as whatsapp

48% check their e-mails

- 26 % go on Facebook or read breaking news

25% browse the Internet or use a mobile app

- 10 % read sports scores or tweet (4%)

Some add comments: “I game”, “I calculate”, “I verify vocabulary”, “I translate words”, “I game” and one even admits to accessing dating sites.

Expectations /1

Working in goup on a real project
#putusatwork

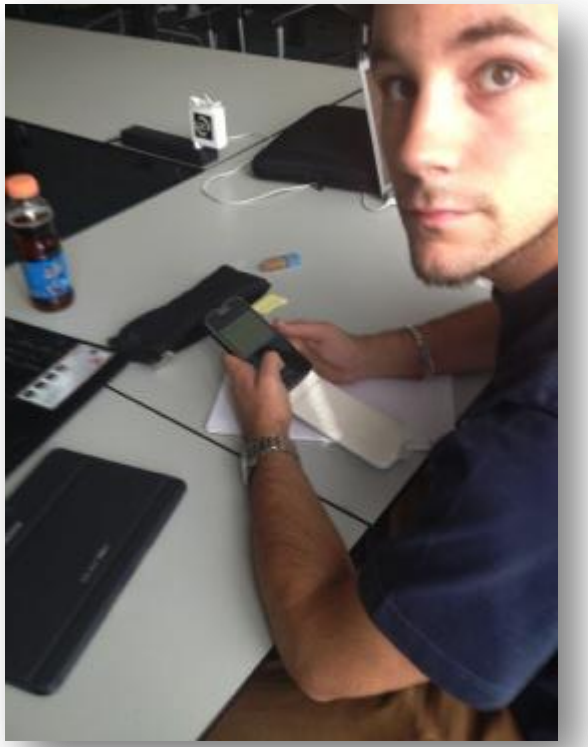
Only 37% would like to use their smartphone during lectures to help them learning

- 56 % would like to listen to theoretical elements and immediately afterward do exercises under professorial supervision

Only 18% would like to experience flipped-class

- 22 % would like theoretical lectures without practicing at all

Expectations /2



L. troubled by his professor during classtime #whatdouwand

55% wish to watch more videos
- 47% want quizzes

46% would like simulations
- 40% would like video-podcasted courses

31% would like more mobile applications
- 30% serious games

21% would appreciate the availability of wikis
- 20% would like audio-podcasted courses

9% wish to use blogs

e-learning future orientation

Help professors making their courses more interactive

Quizzes, instant polls, mini videos

Develop mobile apps to be used outside the classroom

Google m-drill and try it

Implement some serious games

Google gademavo and try it

Realize a MOOC as a pilot based on video

The end of the story

Reading a newspaper during classtime
#atleasttheyread

"I'd like to attend the kind of course where time flies and to which I can say "wow" rather than "ehmm""