



International Conference  
**ICT for Language Learning**



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UNIVERSITY OF GRAZ

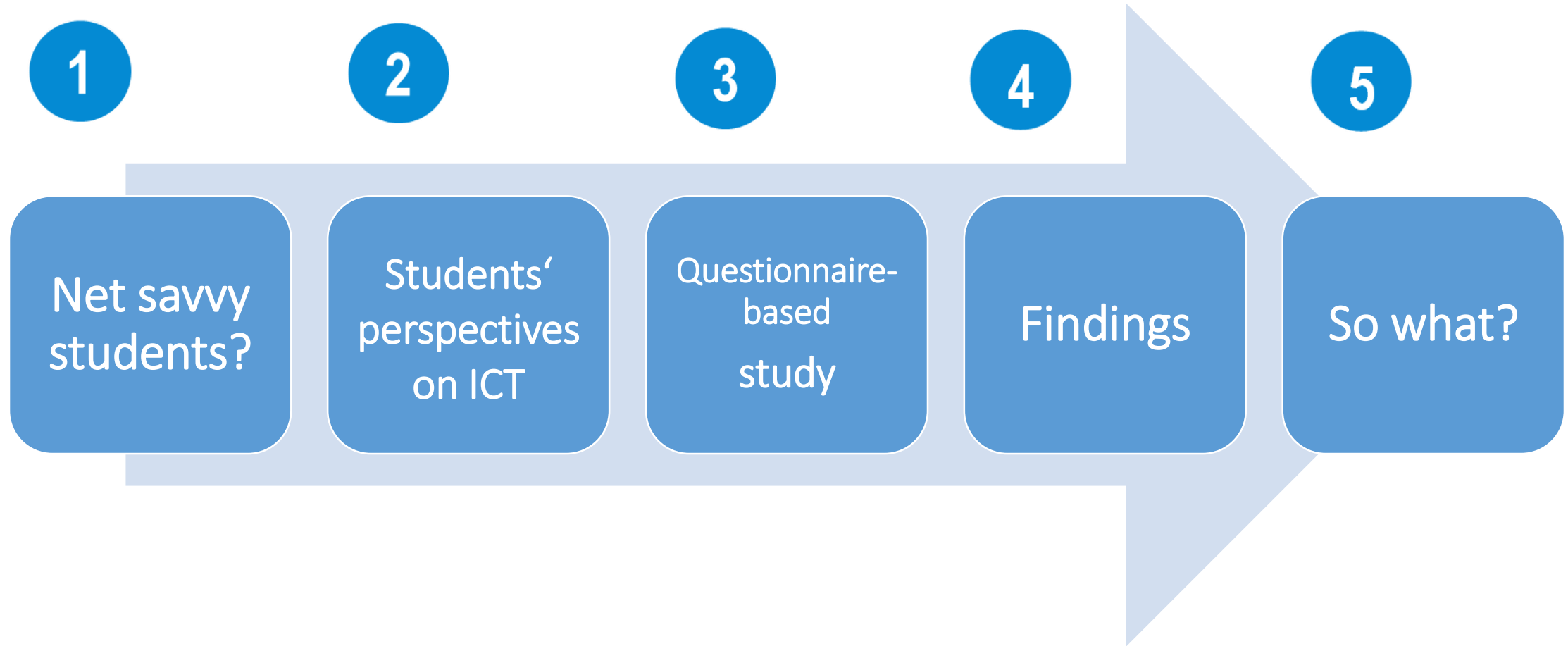


# What does the Net Generation think about ICT and information literacy in a language learning context in higher education?

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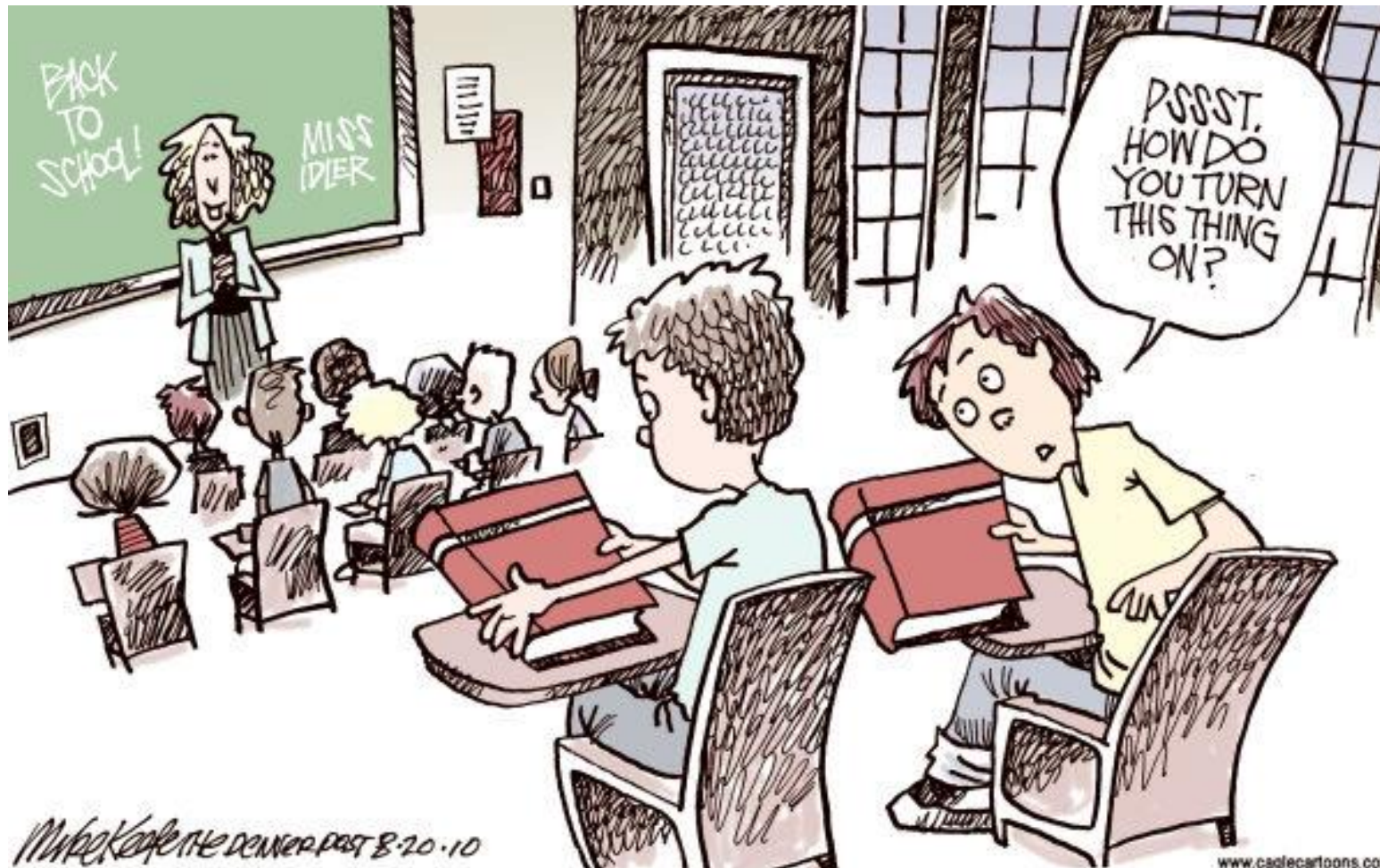
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# Outline



# 1 Net savvy students?

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# 1 Net savvy students?



- Marc Prensky (2001)
  - Digital Natives vs. Digital Immigrants
- Rolf Schulmeister (2009)
  - Net Geners are not automatically net savvy or tech savvy

# 1 Net savvy students?



- Rebecca Eynon & Lars-Erik Malmberg (2011)
  - Relationship between self-concept for learning and uptake of online opportunities
- Ronald Barnett (2012)
  - Living multi-modal lives in an age of uncertainty, dealing with multifaceted complexities



## 2 Students' perspectives on ICT

### Research interests

How do first-year university students perceive...

- the **usefulness** of ICT for language learning?
- the **provision** of ICT at university?
- their **competence** in using ICT?

## 3 Questionnaire-based study

web-facilitated German Language and Culture course, 2017

BA Transcultural Communication, 35 students (33 ♀, 2 ♂)

paper-based questionnaire (26 questions)

- 5 two-point questions
- 9 multiple choice questions
- 11 scaled questions (1-6 Likert scale)
- 1 open-ended question



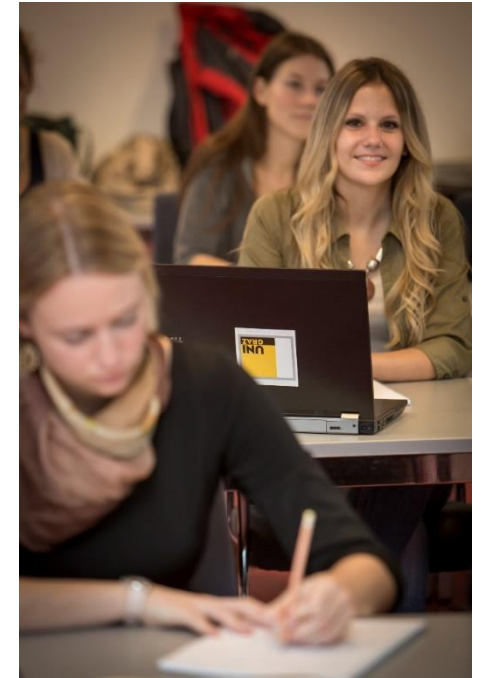
## 4 Findings (23 questionnaires)

**usefulness** of ICT for language learning

Moodle: 21 of 23

ICT generally: 11 of 23

concrete use of learning  
material in Moodle: 2 of 23



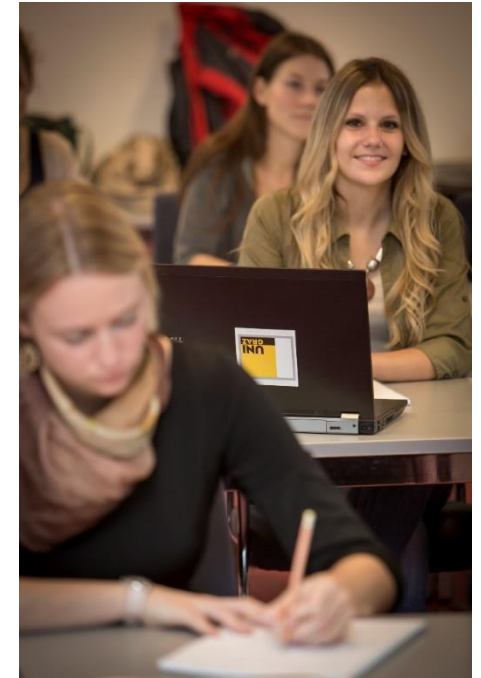


## 4 Findings (23 questionnaires)

19 of 23: satisfied with **provision** of ICT at university

18 of 23: **requirements** higher than at school

18 of 23: university should offer ICT **skills training**



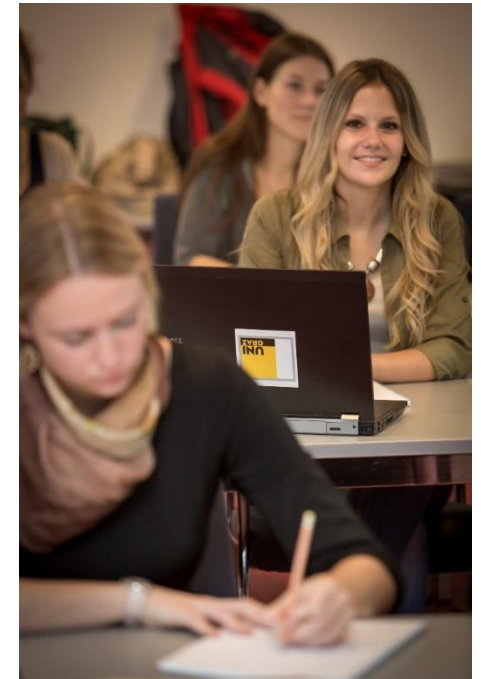
## 4 Findings (23 questionnaires)

highly competent when using ICT

generally: 5 of 23

for language learning: 6 of 23

This cohort's majority feels **stretched** by the use of ICT and **pushed** beyond their comfort zones.





## 4 Findings (12 answers)

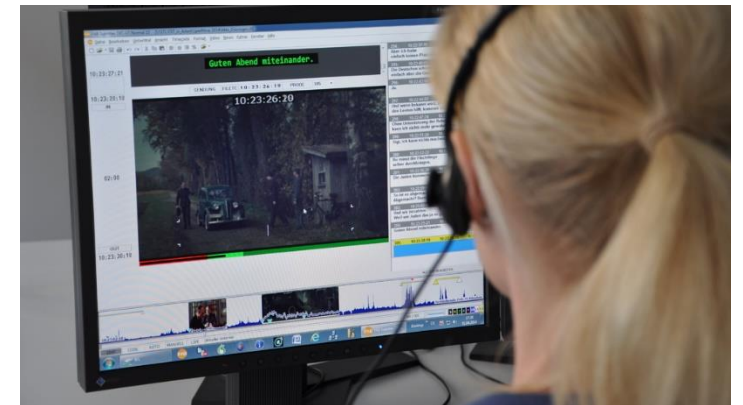
How would you describe an information literate person?

- competent **acquisition** and **usage** of information (7 of 12)
- competent and **critical evaluation** of information (6 of 12)
- **technical knowledge** and competencies (4 of 12)
- **self-discipline** dealing with distractions and interruptions (2 of 12)

## 5 So what?

Considering students' descriptions of an information literate person, how can we support them becoming such a person?

- teach information literacy skills **throughout** formal education
- consider information literacy as a **learning issue**
- push students **beyond pragmatic** and rational use of ICT
- enhance **skills** like information gathering, critical thinking and problem-solving



source: [www.srginsider.ch](http://www.srginsider.ch)



## References

Eynon, R. & Malmberg. L.-E. “A typology of young peoples’ internet use: implications for education”, *Journal of Computer Assisted Learning*, 28, 2011, 514-529.

Prensky, M. “Digital Natives, Digital Immigrants Part 1”. in *On the Horizon* 9(5), 2001, 1-6.

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## Contact

I look forward to your comments!

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