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Designing Blended Learning in Higher Education: The Neomillennial Learner and Mediated Immersion

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Abstract: Blended learning as a term and a learning approach is still being refined, at times debated as a legitimate area of research, at times seen as the answer to the conundrum and challenges of the digital learner. Is it the Emperor’s new clothes? As Morrison (2003) suggests, blended learning could be seen as an uncertain or unsure strategy, or alternatively a way to find a solution to promises given for e-learning. Three case studies within this paper explore the possibilities of e-learning within a work-based framework. Elements of ‘neomillennial learning styles’ (Dede in Educause Quarterly vol 28 No 1 2005) reflected by students in postgraduate coursework programs provided the challenge and stimulation of designing and facilitating e-learning components, incorporating experiential or action learning with ‘associational’ approaches rather than linear ones. The journey to virtual simulations such as the postgraduate Newlandia incorporates the learner perspective, or how to activate neomillenial learning styles; blended learning with online and face-to-face community activist groups working for solutions to a water problem; and a virtual scenario which can appeal to and engage an internationalised user group. Do Dede’s neomillennial learners synthesise and process experiences rather than (or as well as) information? Is this mediated immersion a part of Newlandia’s applicability to the modern learner? The student teams of community activists and project managers described in the case studies incorporate a potent mix of learning styles, nationalities and backgrounds, expectations, interpersonal and technical skills and indicate a trend in millennial learners towards a community of knowledge which is collaborative, mobile and group-focused.

Keywords: Blended Learning, Millennial Learner, Experiential, Neomillennial Learning Styles, Mediated Immersion

Introduction

There are some interesting assumptions and perceptions underlying the term blended learning, particularly in its application to higher education. Is it simply an umbrella term for mixing media and approaches, something which has been trialled since early schooling for all learners, or is it a newer version of flexible e-learning which will engage the current digitally literate learner?

Blended learning, within the context of this paper, assumes an interactivity based on the learner rather than the teacher. Inherent in blended learning is a responsibility for learning which is active rather than passive. There is an engagement from the learner in the process. There is also the potential to shape the resources and approaches to the needs of the learner, to match their learning styles or approaches to the process of learning. This is more than e-learning, as it encapsulates the skills of the designer, the learner, the facilitator and the instruments across the appropriate blend. It has provided a workable approach within a range of postgraduate and undergraduate writing/project management units within the School of Communications and Creative Arts at Deakin University in Australia, where resource development and teaching methods are grappling with the learners and their needs, searching for the perfect blend. ‘Real world’ scenarios, live work projects and the collaboration of disparate groups has led to some interesting results.

The development of the immersive scenarios quoted here as case studies has identified more clearly both the learning styles of the twenty first century learner and their usage of technologies within learning in a postgraduate coursework context.

Blended Learning

Blended learning within the terms of this paper refers to the consideration of a range of approaches to working with the digital media environment and the learner of the late twentieth and early twenty first century. Examples of blended learning include the integration of traditional learning with web-based online resources; the combination of media and tools within an e-learning environment; or the combination of a number of pedagogic approaches, not dependent on learning technologies (Oliver and Trigwell, 2005).

Driscoll, in Oliver and Trigwell (2005), offers a further elaboration on the approaches used by blended learning in meeting educational goals. These include the mixing of web-based technologies, combining pedagogical approaches such as constructivism, behaviourism and cognitivism with or without the instructional technology, or using face-to-face instructor-led training approaches or actual job tasks.
combined with appropriate instructional technology. Each of these definitions or parameters of blended learning have a focus on the balance between the combinations of instructional technology and the pedagogy within the delivery.

Valiathan (Valiathan 2002) describes blends in terms of the focus for learning. This includes skill-driven learning, where the self-paced learning combines with instructor or facilitator support to develop specific knowledge and skills. Another learner-based approach is attitude-driven learning, which mixes various events and delivery media to develop specific behaviours. One of the most common learner-based approaches in Technical and Further Education (TAFE) in Australia is competency-driven learning, which blends performance support tools with resources and mentoring or coaching, and is very strongly linked to workplace skills acquisition.

For the instructional designer or educationalist, it is important to consider how to use e-learning resources, how to combine online with face-to-face, and most importantly, to define what will motivate the learner. The mix of learning resources and approaches available and accessible to the instructional designer is certainly confronting, with at least two, or maybe up to five or six components required, according to organisational training consultant Josh Bersin (Bersin, 2003). The components can be grouped into the interactive, tutor or mentor-led delivery approaches such as classroom instruction and live virtual classes, webinars or conference calls. Another component area is the courseware that may include web-based sites, CD-ROM course materials, simulations or portals, or even simply the text-based materials.

Clark (2006) discusses these components as a range of online and offline approaches. Offline may include workplace learning, a classroom or teaching space with face-to-face tutor/coach/mentor, distributable print or electronic or broadcast media. Online content includes strategies of e-tutoring, e-coaching or e-mentoring, developing an online collaborative learning unit through such aspects as web access or mobile learning.

Both Clark and Bersin are talking about the mix, how to best approach the modern digital learner with relevant instructional technology, using proven pedagogies.

The Net Generation or Millennial Learner

It can be even more useful to approach the blended learning from the point of view of the learner, to establish what will engage and motivate. The millennial learners of the twenty first century are sometimes called Generation Y or the Net Generation, generally considered to be the generation born 1980-2000 (see for example Arnspager 2008). They have grown and learned within an environment where they are surrounded by digital media. According to Arnspager (2008), they are connected to friends, parents, information and entertainment, with a technological experience that links them to a global worldview. They have the ability to multitask, and are goal and achievement oriented. These millennial learners are also connected and experiential in their learning (Oblinger 2008) and have strong social networks through online areas such as MySpace, Facebook and Flickr. They are participatory in their communities, and it is this potential for immersion in a learning community that provides the challenge for blended learning.

A contextual learning space developed using the principles of connectivity and experiential learning can provide socialisation, exploration and conversations that reflect on the learning. It is reflection on that connectivity, in non-linear ways, which leads to effective experiential learning. As Kolb (1983) has stated in *Experiential Learning*, 'Learning is the process whereby knowledge is created through the transformation of experience' (p. 41). According to Silberman (2007), experiential learning incorporates a direct involvement at emotional and intellectual levels, using projects or work-based activities that are very similar to or replicate workplace experiences. This transformative experience potentially requires immersive and imaginative simulations and situations to bring the learning closer to the day-to-day workplace experiences, particularly in aspects such as interpersonal skills and communications.

For the millennial learner, the learning environment is seen as a participatory culture, with a sense of collective intelligence – everyone has something to contribute. Knowledge is created not possessed, and it is possible to use a community rather than an individual to gain knowledge. The millennial learner sees experiences as more important than the acquisition of information (Oblinger 2008).

This learner may also value work-based learning approaches. Trigwell and Reid (1998) provide a description of work-based learning as:

a range of educational practices which involves students learning in authentic work settings. The curriculum is significantly influenced by issues and challenges which emerge from the exigencies of work rather than predetermined academic content driven requirements (p. 142).

Action learning, as a part of work-based learning which works through group tasks and problem-solving methodologies, provides opportunities to develop strategies and take action, then capture what has been learned in a dynamic and collaborative way (Marquardt 2007). This situated work-based learning
needs to build in the transfer of knowledge learned in one situation to another, leading to improved performance in a real-world setting. Immersion incorporates mediation (an expert guide) to develop reflection, and to identify the importance of transfer. Transfer is also strongly linked to work-based or problem-based learning, provision of authentic work settings within which to transfer the learning.

Neomillennial Learning Styles

This learner-centred approach requires knowing the expectations of the learner, and building into the blend of learning design methods that allow an environment for learners to make mistakes and correct them (a form of active problem solving). The strong engagement can be developed by engaging multiple senses creatively.

There is an additional complexity for the instructional designer, which requires usage of the mobile technology in the way the net generation learners (Tapscott 1998) use it, as opposed to the baby boomers who may be designing the program. Blending learning needs also to consider a student profile where they are connected to each other (and mobile), and proficient in communicative technology (and use it as a matter of course).

This has led to the exploration of the implications of Chris Dede’s work on neomillennial learning styles (Dede 2005), and his championing of mediated immersion.

Dede believes neomillennial learning styles are based on the digital media mastery of the millennial learner, who can use this environment as a community of learning which incorporates:

- Fluency in multiple media and in simulation-based virtual settings
- Communal learning involving diverse, tacit, situated experience, with knowledge distributed across a community and a context as well as within an individual
- A balance among experiential learning, guided mentoring, and collective reflection
- Expression through nonlinear, associational webs of representations
- Co-design of learning experiences personalized to individual needs and preferences.

(Educause Quarterly, Vol 28 No 1 2005)

Do neomillennial learners synthesise and process experiences rather than (or as well as) information? Dede has developed research which is considering the movement from the three generally applied areas of learning styles in sensory-based (eg visual and auditory skills), personality-based (eg psychometric testing such as Myers-Briggs) and aptitude-based (eg multiple intelligences) to a fourth area which is media-based. The immersive learning community style suggested by Oblinger (2008) matches Dede’s research in indicating the need for a cohesive experiential approach.

The case studies which follow pick up the threads of the blend most appropriate to the millennial (or perhaps neomillennial) learner, and illustrate a range of approaches which have met the perceived need for a learning community which is digitally media literate, incorporating a guide or mentor and collective reflection. They are also creative approaches which attempt to engage the learner in action-based or problem solving learning.

Case Study 1: Building Creative Teams

This case study focuses on the development of a learning community (with four teams) in an experiential work-based project. The postgraduate unit Building Creative Teams was a 13 week process of developing project management and teamwork skills of a group of 15 students to successfully support the creative arts final year undergraduates in the university six week performing and creative arts season. This class group contained an age range, approximately 22 to 28 years old, displaying new media literacy in their technologies as communication tools. They came from eight different countries and learning approaches – Thailand, China, Uzbekhistan, Norway, Indonesia, India, Sri Lanka and Australia. Their expectations were to develop skills in working in the four teams proposed – to negotiate with a creative community of performing arts students and staff with a successful end outcome clearly stipulated for each group. These included the launch, the e-newsletter and promotional website, the archives and the record of the live work process. They were studying in the framework of the Master of Communication, a program which allows a broad selection of study (and therefore an eclectic mix of skills) within streams – public relations, advertising, journalism, media – film/video/photography, and professional creative writing.

The four project teams were established using the following learning styles and project management tools/questionnaires.

- Honey and Mumford Learning Styles Questionnaire: this questionnaire indicates four learning approaches within which learners (and in this case team members) operate comfortably – activist, reflector, pragmatist and theorist (see http://www.peterhoney.com for details on the LSQ and interpretations of individual types).
- Belbin Self Perception Inventory: this questionnaire identifies nine roles and describes how each contributes to a team. Most people operate within
three to four team roles, and these can be adapted depending on the situation. Check the website (http://www.belbin.com) for details on the nine team roles.

These tools (and a skills audit administered by Sheila Gibbering a.k.a the mediator/lecturer/project manager in charge of this experiential learning project) provide a basis for establishing the teams.

The teams were deliberately set up with a mix of skills and backgrounds, learning styles and management or leadership qualities, including quite divergent English language skills. In fact, the teams set up - which were guaranteed to have friction, to test their abilities to work together – had a very strong risk factor of failure. The project was depending on and exploring the use of different media as the communication ‘glue’ – initially the Deakin Studies Online platform, eventually the wireless, portable and speedy response media alternatives the students turned to. There was also risk minimisation through the use of an experienced eductor/project manager/mentor, taking on the role of the head of the ‘consultancy agency’. Most of all the learning was based around its experiential context – the live work project and its workplace-oriented pressure to commit to the outcomes.

These would become the drivers of the learning, rather than the information in print and online, or the educational ‘expert’ or authority.

Each of the four teams was fluent and self-directed in moving between multiple medias, focused on what they could achieve with the alternatives – many reflected rigorously on the powerful learning achieved by the blending of face-to-face and media-related communications in emergency situations.

Although there were many in the group who had come from traditional teacher-directed learning models, they adapted almost instantly to collective sharing of experiences to pool their information. Whether it was in skills or knowledge-based learning areas, they were comfortable in using the team as a learning tool. The print materials (useful readings, weblinks and resources, learning activities) were utilised by the students in exactly the same way as the learning from the team – one of the sources when events became difficult and required strategies.

The sense of excitement at working with a live project lasted the length of the project, despite mixed success in achieving the outcomes. It was leavened with realistic reflection, in a classic action learning approach – the teams were all learning immersively about group dynamics and team learning models, incorporating assessments which were a part of the project outcomes rather than an adjunct tool (ie team presentations which were captured in a range of media, written reports and e-portfolios, action plans and scheduling tools, websites).

There were regular opportunities for reflection, both in individual surveys and in public team and individual presentations. The comparison to scenario-based team presentations used in this unit from previous years indicates a greatly increased applied learning of the key interpersonal skills – for example, problem-solving, negotiating, mediating between different skill sets. The planning and team management strategies were also used on a needs basis with the live work project, so discussion of their validity was infused with applied knowledge and enriched reflection on the situated learning.

The areas for reflection and consideration as an ongoing project were:

- A successful launch of the Exposure undergraduate performing and creative arts season
- Mixed success with the e-newsletter and website – with problems of style and content, and organisational compliance requirements
- An archive in e-portfolio format targeting six areas of the season – dance, animation, photography, drama, visual arts, collaboration – this will form the basis of following years’ promotions
- A creative documentary-style DVD capturing the live work process, including reflections and summary of each group – this product had difficulties of definition of purpose, and was totally dependant on the outcomes of the other teams
- And above all, teams who were able to maturely and publicly analyse and evaluate the successes and failures of the above achievements, including socially difficult issues of language and culture within the teams.

It was learning ...’sometimes... face-to-face, but sometimes ...distributed across time, space and media’ (Dede, 2005), as Dede has affirmed, a very blended range of facilitation methods, learning styles, resource formats and expertise. This creative mix will be stirred some more to test further the neomillennial learning styles and their relevance to this live project team-based learning.

**Case Study 2: Writing for Communication Media – The Newlandia Scenario for Postgraduate Coursework Students**

This is a postgraduate unit in the Master of Arts (Professional Communication), with both face-to-face and online groups. The face-to-face group is a mix of international and local students, similar to the previous case study cohort, except that the group is bigger. The online cohort comes from both Australian business and corporate locations, and international students. Total numbers have averaged about 25 in
face-to-face, 55 in online/off campus mode. Learners were given open choice on delivery options.

The unit has three areas of focus, report-writing, persuasive advocacy writing and the extended research essay. The first two areas focus particularly on the Newlandia scenario.

The scenario has created an island called Newlandia which has a water problem and two organisations trying to solve it – the Newlandia Business Development Authority, and Newlandia Environment Council. There are several outcomes for the students to achieve – a letter to the editor (of one of the island papers), a media release, a news story or interview profile of the leaders of each organisation, a report. The aim is to advocate successfully by changing styles and formats for each task, and defining carefully the audience and purpose. Students work in one of the two organisations, and discuss approaches collaboratively, then develop individual responses. This unit previously utilised a print-based outline and some photos, with mixed success. In 2007 it had a fully web-based island simulation, with animations, audio and video used as breaking news triggers on a weekly basis.

Statistics taken from access to the Deakin Studies Online (DSO) site reveal that there is a strong engagement with the Newlandia scenario. Figure 1 below indicates the high percentage of time taken in visits to the Newlandia site, averaging 11 minutes per visit, particularly in comparison to the Home Page, Unit Resources and Unit Guide sites which are key information sources and therefore regularly visited.

Conclusions

Students anecdotally supported the statistics. Some comments from the student evaluations, responding to the question *What were the best aspects of your unit?* indicated that the scenario was not bogged down by theory, but enabled an imaginative approach. It kept the subject really interesting, and students found the issues easier to research. The sense of a workplace orientation enabled production of realistic communication materials used outside of a university setting. The scenario was well built and engaging, enabling creative approaches. Feedback indicated that it was so involving, it was hard to cut ties with the world created by the combination of the website and the writing tasks which grew from that world.

**Case Study 3: Writing for Professional Practice – The Bilby Scenario for Undergraduates**

An undergraduate writing unit used the framework of Newlandia and reconstructed it as an Australian country town, Bilby.

This is part of a unit called *Writing for Professional Practice*, which is recommended as an initial or introductory unit for students just starting their degrees. It is offered across three campuses and off campus across the academic year, and has approximately 500 students per year. They are in a range of degrees: arts generalist, media and communication, professional and creative writing, public relations, education – primary and secondary, health and behavioural science/sports management, business and law.

Bilby is used to engage learners in the tasks of report writing, news items/interview profiles, letters of persuasion (ie to editor), media releases and developing applications for jobs. Over seven weeks, Bilby becomes the focus of research as students become a part of a lobby group – Bilby Landcare, Bilby Business Association and Bilby Historical Society. They become a part of the town and write from that point of view, so their audience and purpose is clearly stipulated.

Bilby is full of stories – the current point of dispute is that the town has grown too fast (9000 – 19,000 in five years) and needs a new hospital. The Shire Council, in its wisdom, has stated it will be built on the old graveyard at the edge of town. This threatens the habitat of several endangered species (specifically the growling grassfrog) and the historical sensitivities of elements of the population.

Each week’s catalyst to develop a writing task is a Breaking News segment. There is potential for this to be uploaded as part of the Shire Council’s latest Media Release slot, or as a podcast in the local community radio station area. Other stories are

<table>
<thead>
<tr>
<th>Item</th>
<th>Visits</th>
<th>Av Time per Visit</th>
<th>Total Time</th>
<th>% of Visits</th>
</tr>
</thead>
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<tr>
<td>ALW729 Writing for Communication Media</td>
<td>131980</td>
<td>15:00:10</td>
<td>1294:06:04</td>
<td>100.00%</td>
</tr>
<tr>
<td>Newlandia</td>
<td>1873</td>
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<td>349:11:40</td>
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</tr>
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</tr>
<tr>
<td>Unit Resources</td>
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<td>17:44:26</td>
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</tr>
<tr>
<td>ALW729 Unit Guide</td>
<td>213</td>
<td>0:03:44</td>
<td>13:17:00</td>
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</table>
seeded in the scenario, so that the upgrade of the actual website is relatively minimal. The tutor has the ability to start up another storyline, to rework the narrative to keep learner engagement.

Once more, the DSO site provided some interesting measurements of time taken to explore the scenario. In Figure 2 below, Bilby scores 26.66% of the time taken in visiting the Unit’s site, with an average time of 15 minutes. This compares with, for instance, the home page, where everyone accesses the information and resources provided, and the Unit resources where there are many different notes and weblinks to explore. The Unit resources, on the other hand, are not being accessed to the same level, and this will lead to an ongoing exploration of whether those Unit resources (mostly weblinks and print-based how-to guides) can be delivered in other ways.

Figure 2: Deakin Studies Online: ALW117/217 Writing for Professional Practice Usage statistics Retrieved June 2008

<table>
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<tr>
<th>Item</th>
<th>Visits</th>
<th>Av Time per Visit</th>
<th>Total Time</th>
<th>% of Visits</th>
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</thead>
<tbody>
<tr>
<td>ALW117 Writing for Professional Practice</td>
<td>196398</td>
<td>12:45:25</td>
<td>1660:01:43</td>
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</tr>
<tr>
<td>Bilby</td>
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</tr>
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</tr>
<tr>
<td>Unit Resources</td>
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<td>70:26:57</td>
<td>4.24%</td>
</tr>
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<td>ALW117 UnitGuide</td>
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<td>0:03:08</td>
<td>11:53:20</td>
<td>0.72%</td>
</tr>
</tbody>
</table>

Conclusions

Student responses to the question, What were the best aspects of your unit? indicated support for this style of learning. Responses ranged from the enjoyment of arguing out the Bilby community issues with tutorial groups, the resources/website being able to get students interested and wanting to learn, the variations in articles/writing styles and helpful notes incorporated in the Bilby website. The mix of groupwork and using the Bilby website energised the learners, according to student feedback. It was perceived as a very supportive environment with the website being well done and helping to make learning interesting.

Blended Learning Future Predictions

Blended learning has been appropriate to these learners, with an emphasis on providing engagement. This has been directed via experiential learning, whether it is in a work-based project model, or a virtual world website which develops lateral and creative links feeding into student writing.

Curtis Bonk and Charles Graham (2006), have assembled a range of working models focusing on e-learning as a major part of that blended learning mix. The chapter by Bonk, Kyong-Jee Kim and Tingting Zeng summarises a comparison between workplace or organisational learning environments and higher education looking at the most widely used pedagogical techniques for e-learning. The most popular predictions for future e-learning in higher education focused on group problem-solving and collaborative tasks. Within the workplaces responses the focus was on authentic cases and scenario learning, with group problem-solving not in the first six predictions listed. Both the survey responses – higher education and workplace training - centred on active learning, problem solving, authentic learning and collaboration.

The prediction? Hands-on learning activities were favoured as opposed to additional auditory, visual or reflective ones. Hands-on learning was deemed the weakest area in online higher education courses, but is predicted by the survey authors to become the most important in e-learning courses in higher education and the workplace.

The other area of interest is the perceptions of respondents to emerging technologies and their applicability to blended learning in the future. For the higher education survey (Curtis J. Bonk, Kyong-Jee Kim, Tingting Zeng, from Bonk and Graham, 2006), there were 14 technologies listed. Respondents predicted growth in usage of reusable content objects (an example would be the Newlandia site from the case study above being used by more than one unit, which is actually happening). The predictions also focused on wireless technologies and peer-to-peer collaboration tools. Other options included digital libraries, simulations and games, assistive technologies and digital portfolios. Less than 5% listed e-books, intelligent agents, tablet PCs, virtual worlds, language support or wearable technologies.

For the workplace survey, the indicated technologies were knowledge management tools and online simulations. Wireless technologies, reusable content objects, adaptive technologies and tablet PCs/hand-held devices were also strongly supported in responses. Less than 5% listed digital libraries, e-
books, intelligent agents, Weblogs or Web diaries and multiplayer online gaming.

Coupled with the issues raised by Dede, there are key trends emerging in developing the blend. Blended learning seems to more commonly operate as a replacement for or extension of face-to-face environments. The approaches are not new – supporting learning communities, extending training events, follow-up resources, accessing guest experts, providing timely mentoring/coaching, online labs or simulations, providing supplemental resources (Bonk, Kim, Zeng, 2006). They require a flexibility and engagement with a range of interfaces which suit the neomillennial learner.

The three interfaces, the mediated immersion Dede talks of, include the desktop interface, which offers access to distant experts and archives, and enables collaboration. Avatars also provide an environment of engagement, where a self-created digital character interacts with other digital characters and allows learners to transcend their physical selves and help design their own virtual environments. Second Life is one platform enabling this. The third interface is the development of mobile wireless devices which will incorporate virtual resources into everyday life.

The trends to consider (Curtis J. Bonk, Kyong-Jee Kim, Tingting Zeng, in Bonk and Graham, 2006) focus most of all in capturing the interface environment Dede speaks of, in blended mobile learning. With this will come greater visualisation and individualisation, with hands-on learning determined by the learners. With the millennial style of learning also comes an increased connectedness of community and collaboration. There is also a growing trend towards increased authenticity and on-demand learning, with strong links between working and learning. These trends indicate that there will be changes in instructor/mentor roles, with abilities to take on multiple teaching and learning environments, such as coaching and mentoring, as well as instruction or skills delivery. Ultimately this will lead to the further emergence of blended learning specialists who are multifaceted, able to shift gears in adding new tasks and encouraging self-learning.

**Future Trends**

A research project conducted during 2007 compared an undergraduate and postgraduate group’s expectations on future trends in learning approaches and technologies. The postgraduate group emphasised working in groups or teams – as they were the group working on the *Exposure* season (from Case Study 1 above) this was not entirely a surprise. Their preferred technology was the use of peer-to-peer collaboration tools, which also matched their needs with project work of this sort.

A comparison with the undergraduate group on future trends (amending slightly the Bonk and Graham descriptors referred to in their survey tools) indicated there was a consistency between groups in learning approaches. The key differences were:

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Postgraduate</th>
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<tbody>
<tr>
<td>teacher-directed</td>
<td>authentic workplace-based</td>
</tr>
<tr>
<td>simulations</td>
<td>problem-based</td>
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<tr>
<td>students developing learning</td>
<td>discussion</td>
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There was also consistency between learning technologies. The differences were:

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Postgraduate</th>
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<tr>
<td>Simulations and games</td>
<td>virtual worlds</td>
</tr>
<tr>
<td>Knowledge management tools (eg DSO)</td>
<td>e-books, e-learning</td>
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The students’ predictions of future trends, using the indicators from Bonk and Graham (2006) were remarkably similar. An interesting difference in the undergraduate/postgraduate learner survey was the undergraduate higher preference for increased connectedness, community and collaboration versus postgraduate linking of working and learning. Maybe this is an early indicator of the millennial learner becoming more concerned with a collaborative community of knowledge. The findings also supported the trends indicated in the higher education and workplace surveys conducted by Bonk, Kim and Zeng (2006). Group problem-solving and collaborative tasks leading to hands-on learning activities with a strong experiential focus will be the challenge for future e-learning resourcing. Interfaces which are creative, lateral and mobile will lead to multiple teaching and learning environments, an exciting challenge to meet the millennial learners’ expectations.
References


About the Author

Karen Le Rossignol

Karen Le Rossignol’s journey as an educator has been driven by exploration of and experimentation with creative learning approaches and resources. This has been coupled with a depth of research into blended learning as it is adapted to different learning styles, multiple intelligences and their appropriate assessment tools. This rich experience over thirty years has included developing state and national curricula at post-compulsory education level, running a freelance writing business and exploring a range of undergraduate and postgraduate experiential learning approaches.