



# The New Millennium Learners

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# WHAT'S THE PROBLEM WITH NML?

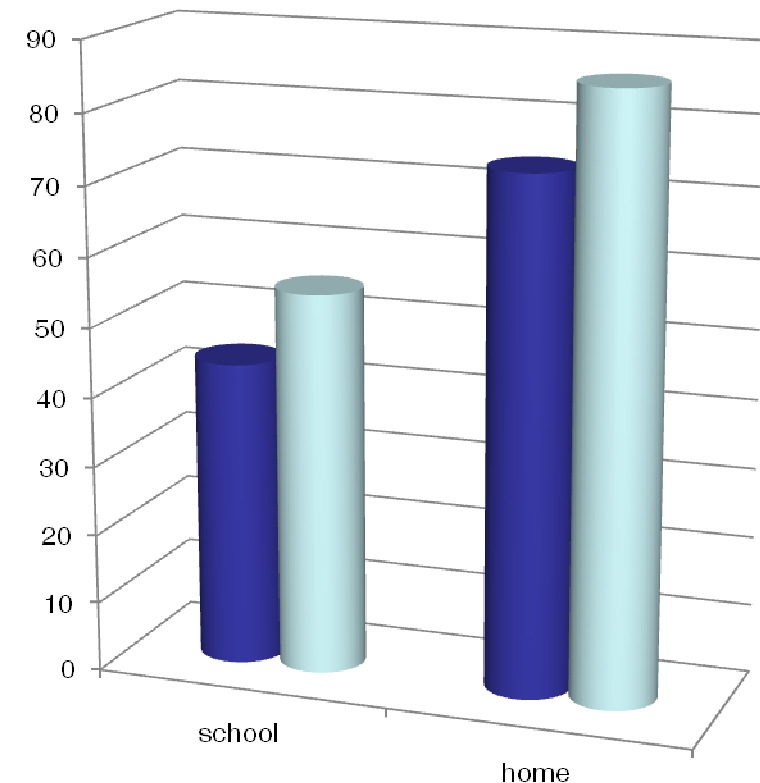
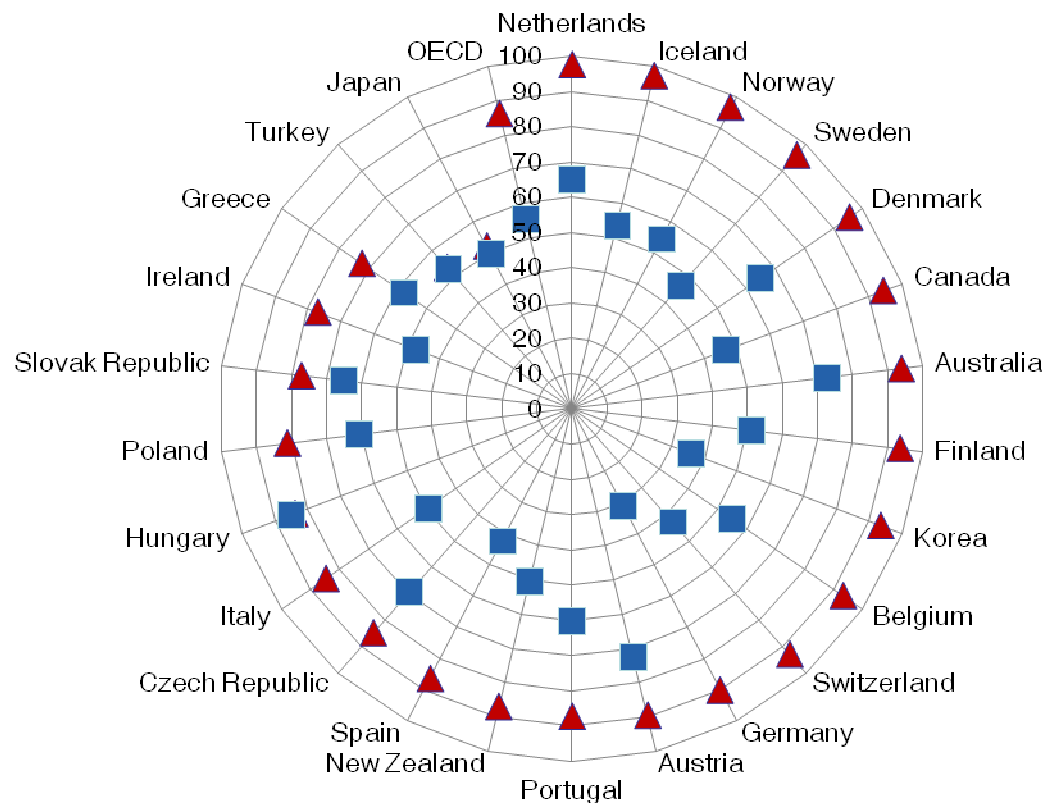


# Overarching issues

1. Are the NML a relevant phenomenon for educational policy-making?
2. Are our claims and analysis based on evidence?

# The relevance of NML

- Technology is shaping their lives...





# WHAT DOES RESEARCH EVIDENCE TELL US?



## Cognitive skills development

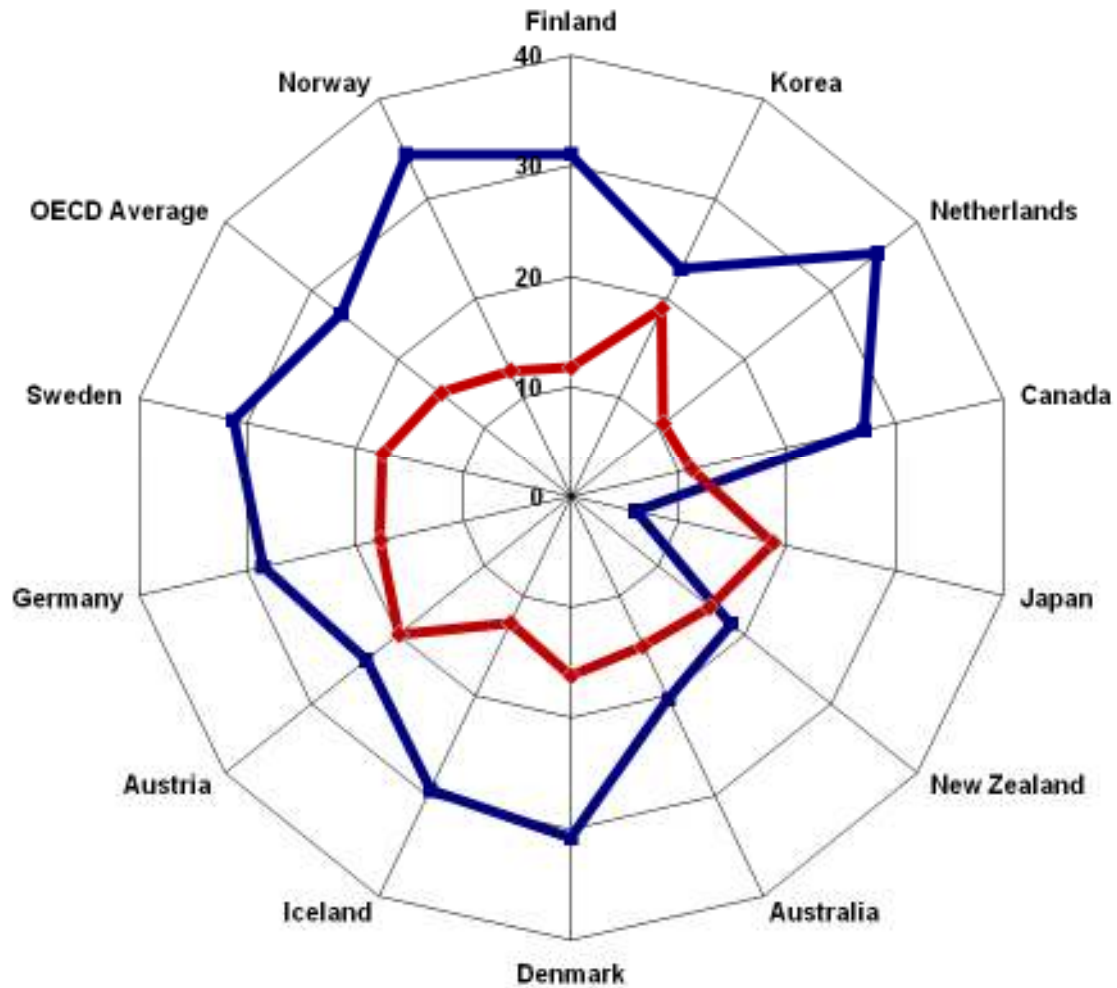
- Visual-spatial skills
- Non verbal intelligence
- Lack of evidence in other areas

## Social values and lifestyles

- Media competition
- Socialisation in the third space
- Importance of videogames as threshold lowerers:
  - Stereotypes
  - Violence/agresion/authority



## Play Games PISA 2006





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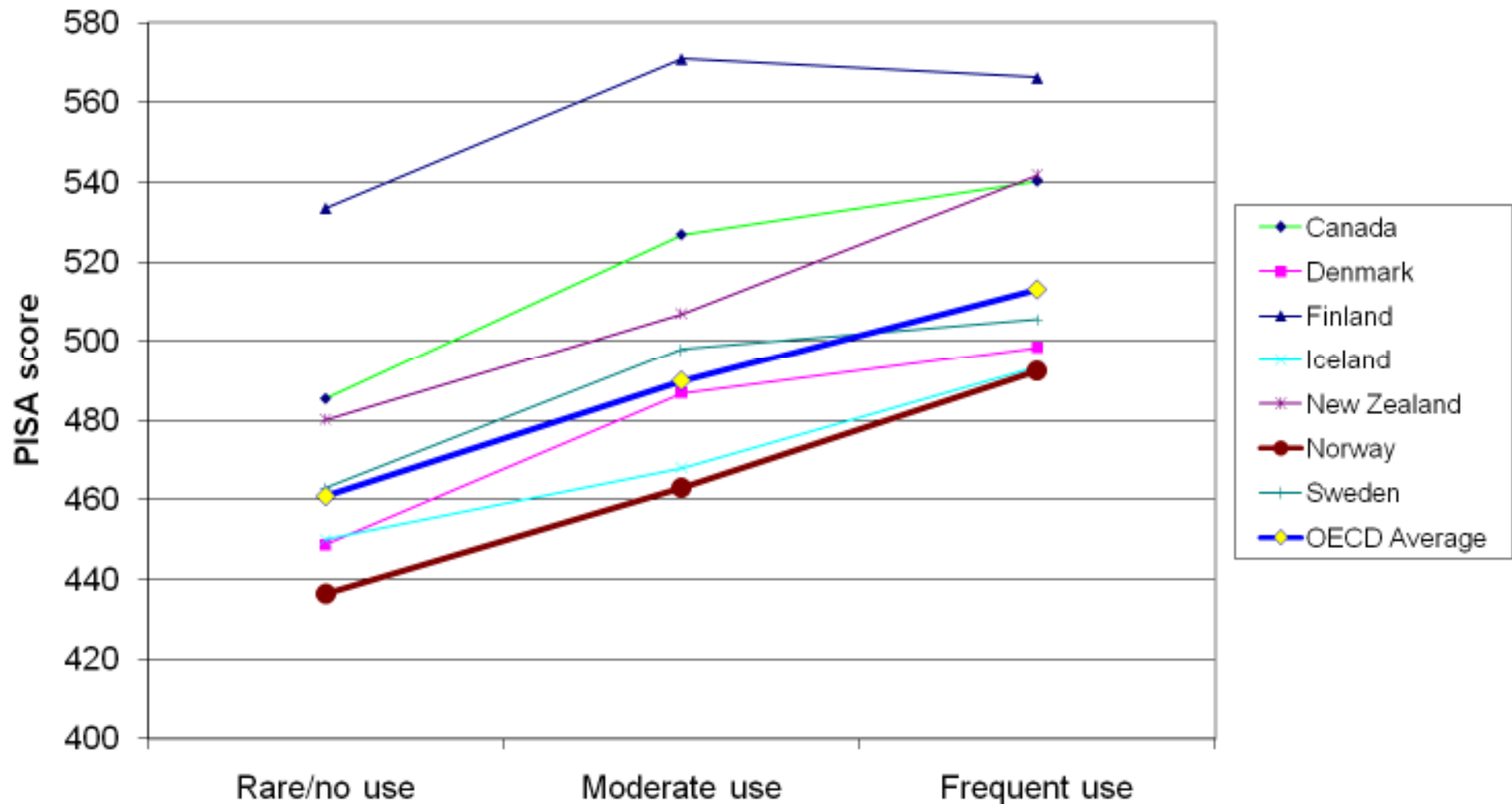
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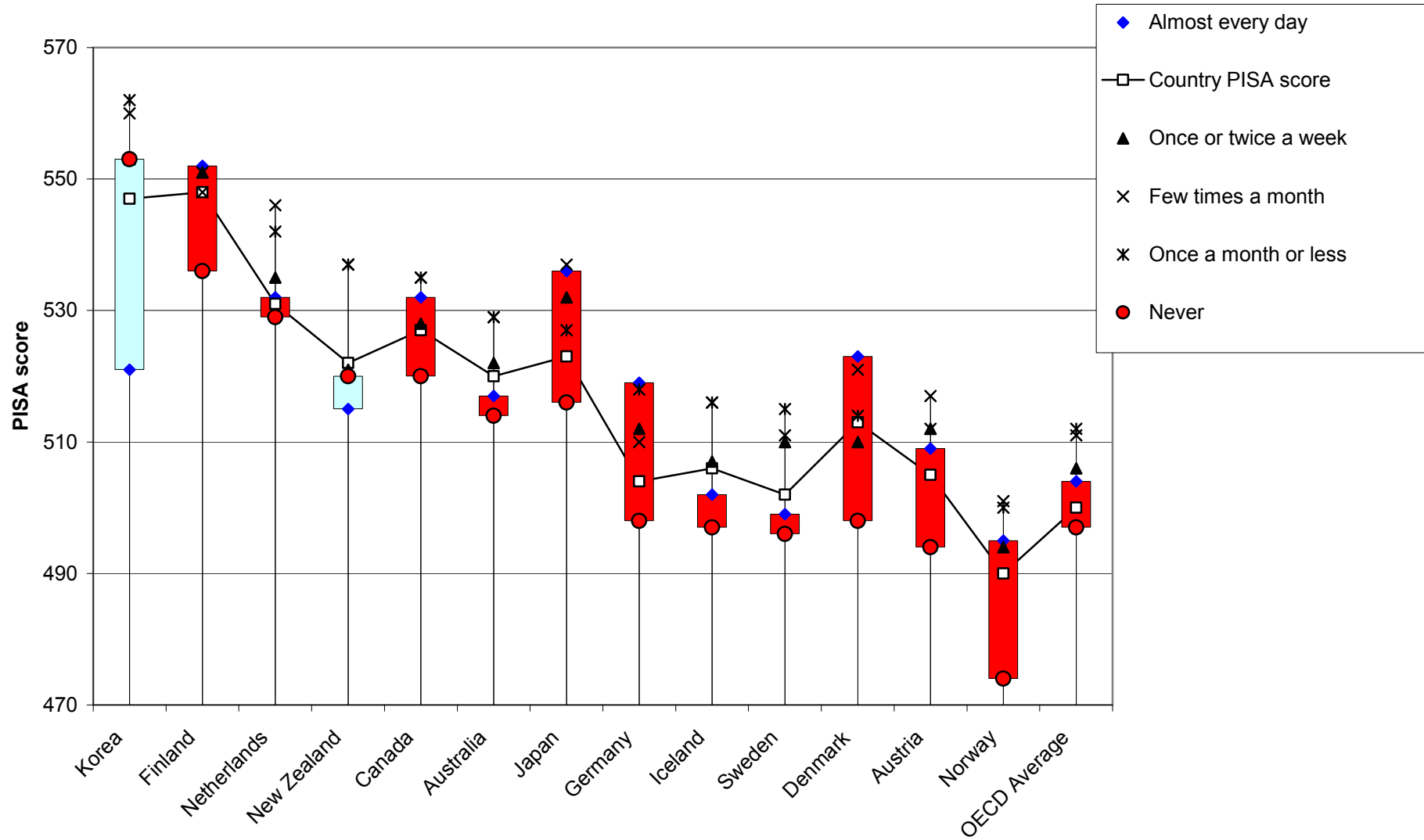
## Educational achievement

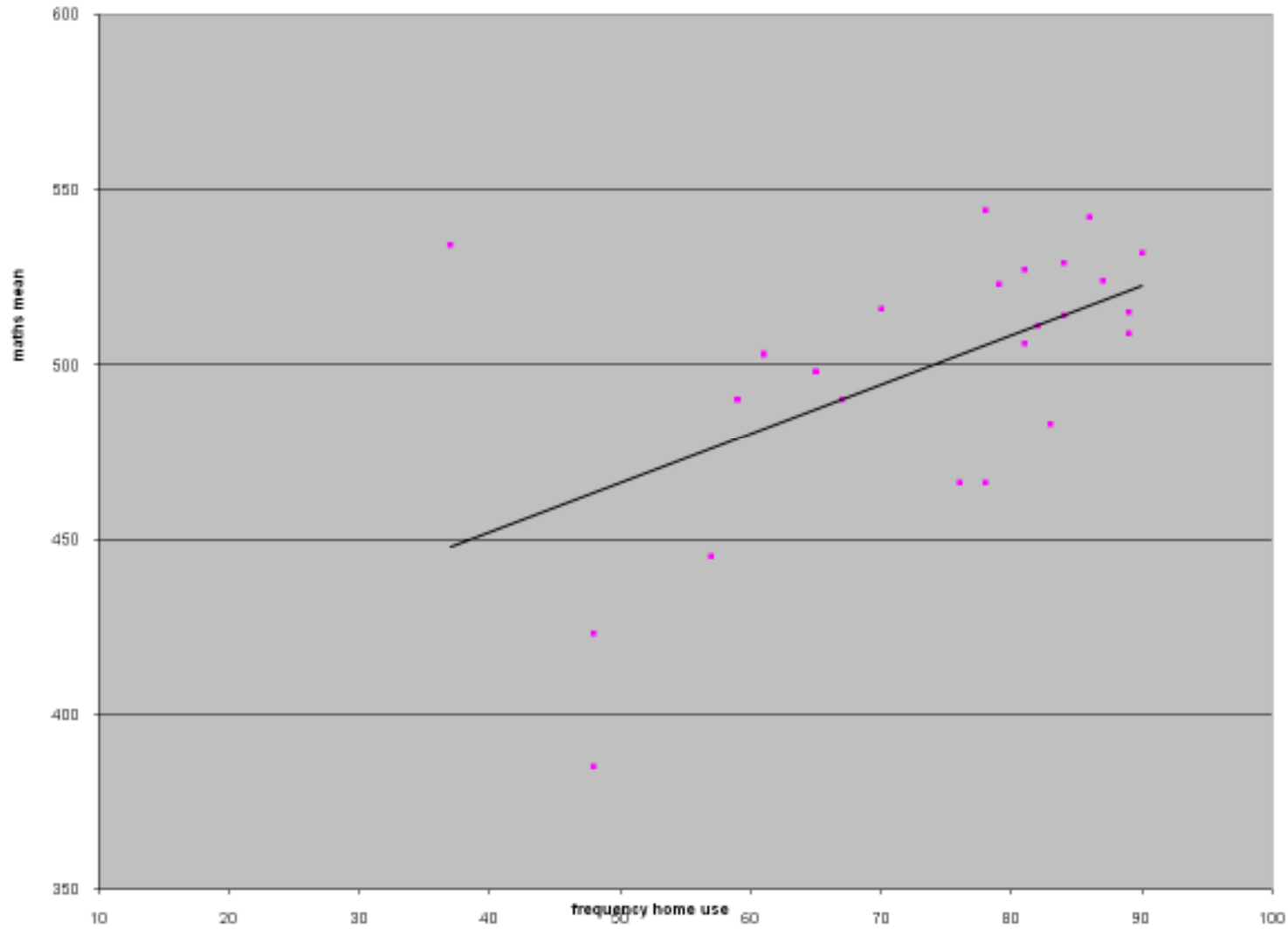
- No conclusive evidence
- Lack of appropriate methodologies:
  - Large longitudinal studies
  - Large-scale experiments
- Unexplained phenomena

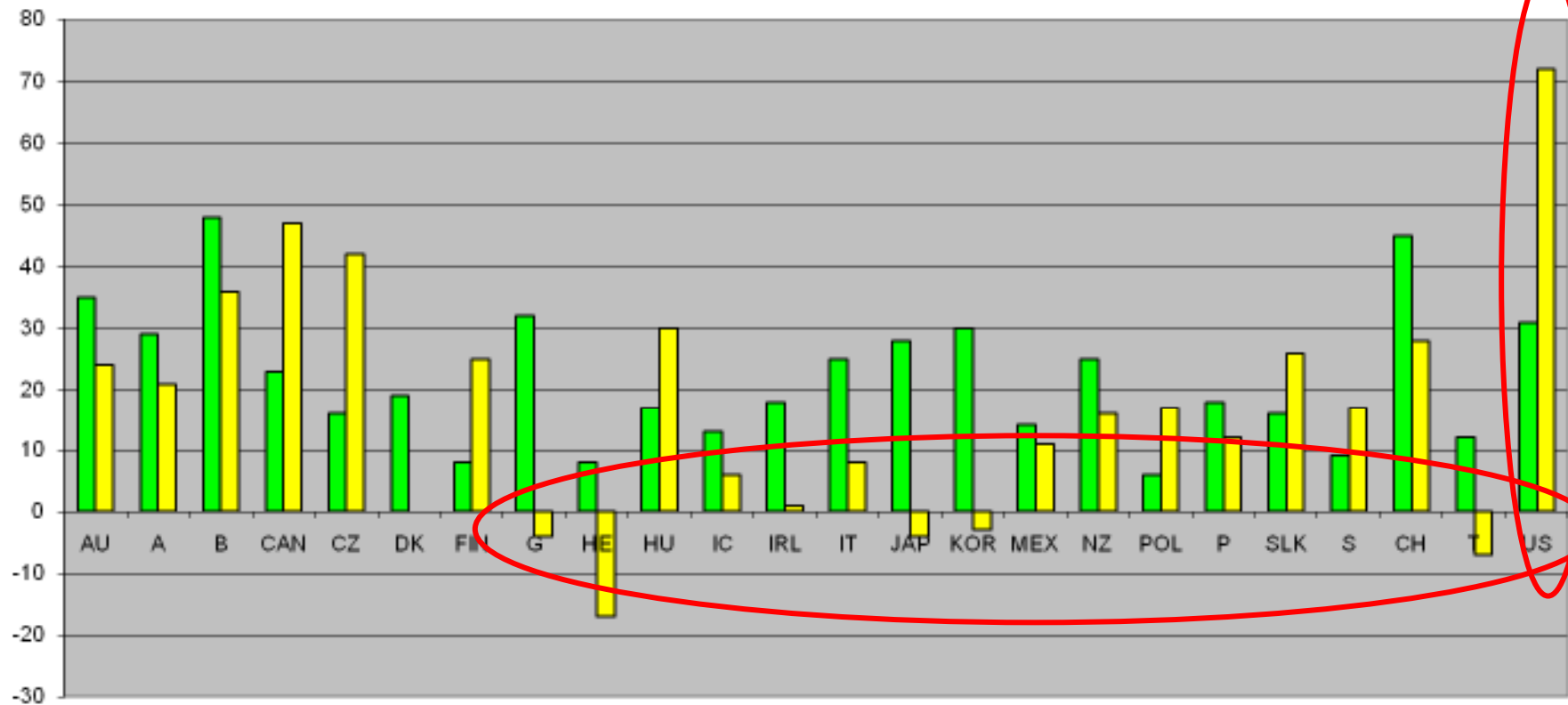
### Use of PC at home – science PISA 2006



### Play games







■ having a computer at home    
 ■ having a computer at school

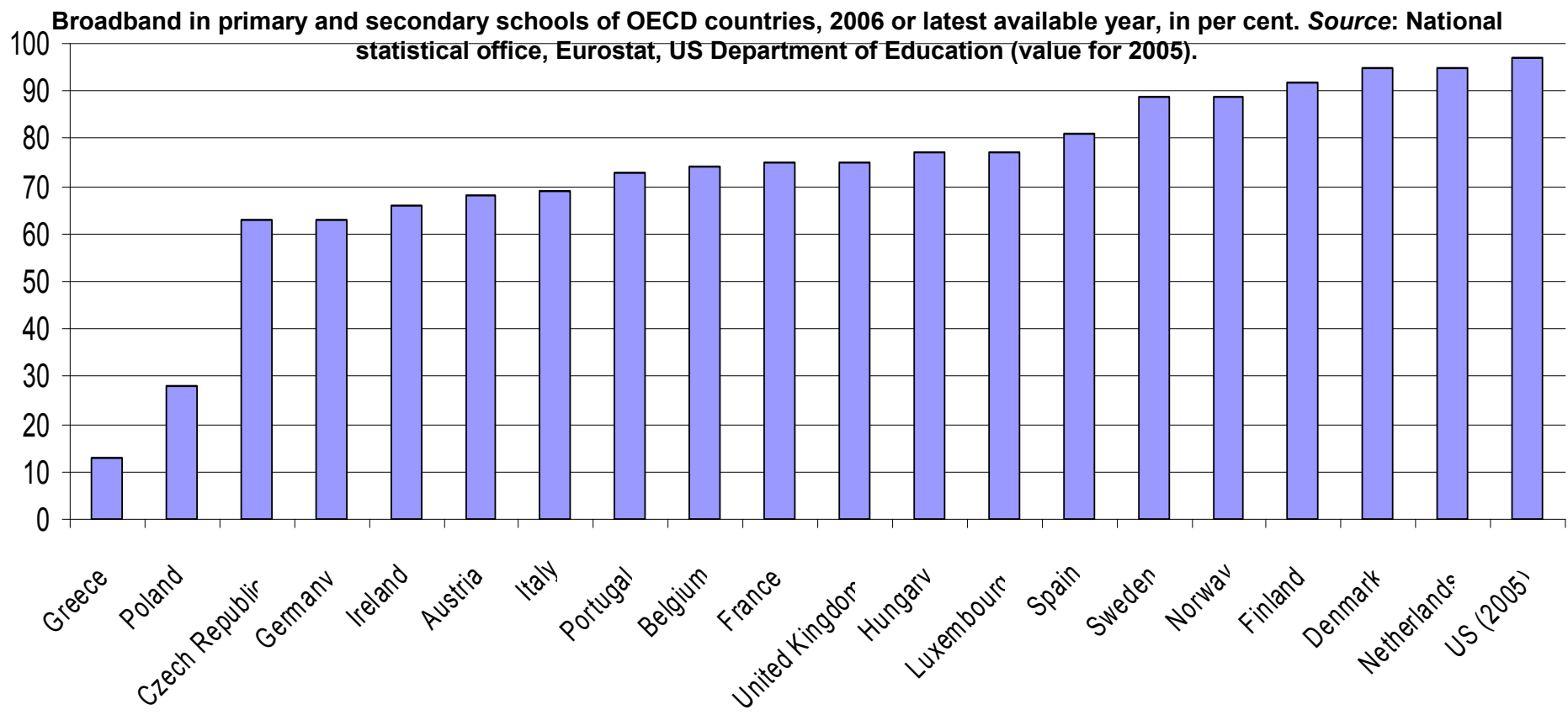


# WHAT RESPONSES SO FAR?



# How have schools responded?

- Still struggling with the issue of lack of

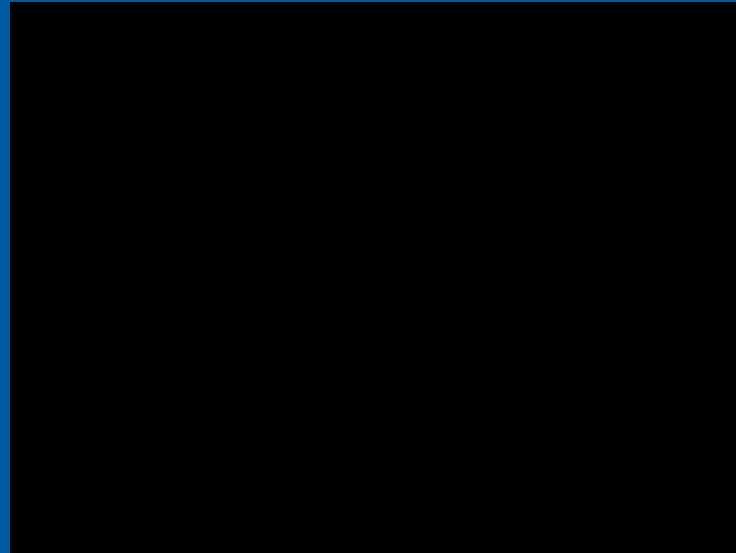


## What have governments done?

- At school level:
  - Infrastructures and equipment
- At teachers level:
  - In-service teacher training
  - Digital tools and contents
  - But no incentives
- At pupils level:
  - XXI Century competencies
  - On-line Bullying and Safety



# It goes beyond safety

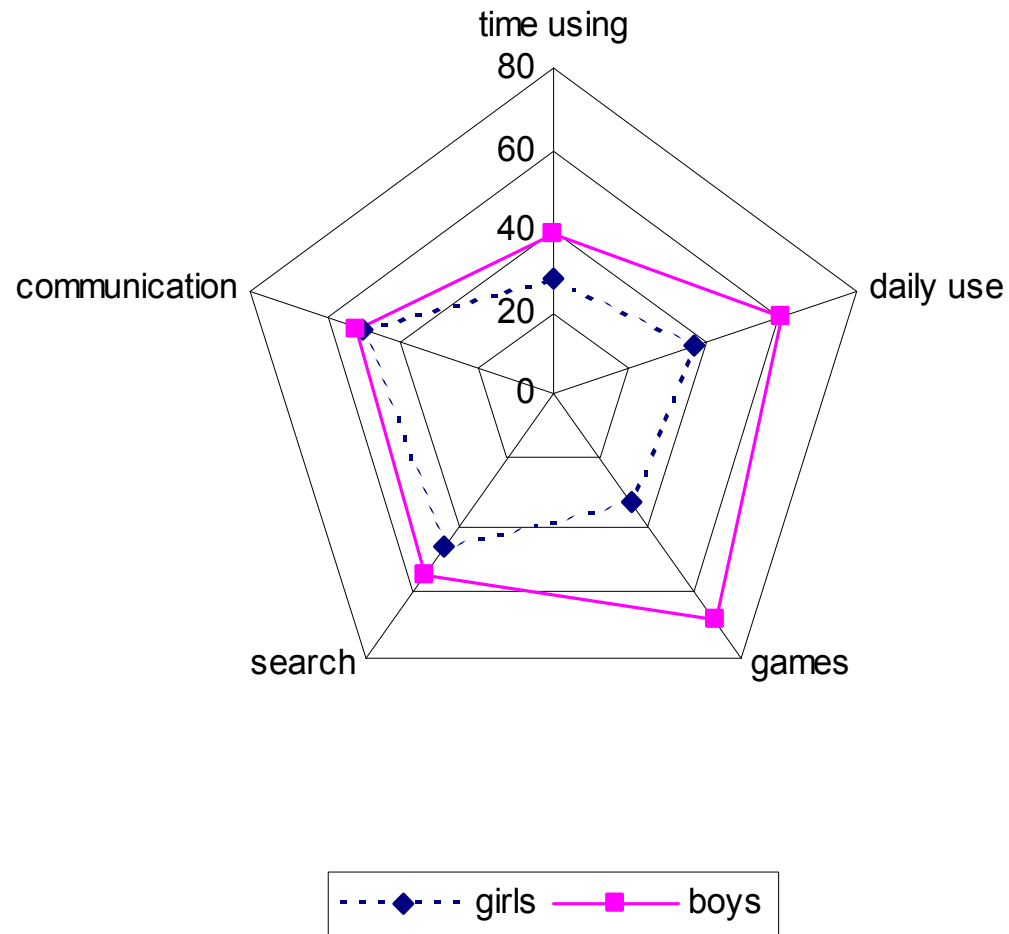




# THE PENDING AGENDA



### Time and main uses



Source: PISA database (2003)

# Should NML be a source of concern for governments?

- Gender divide:
  - Stereotypes
  - Do girls really fall behind?
- Matthew effect:
  - A second digital divide

## Inequalities in internet use

	Internet use: educational purposes*		Internet use: leisure purposes*	
	Exp(B)	% Change	Exp(B)	% Change
<b>Their parents' frequency of use</b>				
Never or hardly ever	-	-	-	-
Monthly	1.093	+9.3%	1.092	+9.2%
Weekly	<b>1.249</b>	<b>+24.9%</b>	1.032	+3.2%
Daily	<b>1.270</b>	<b>+27.0%</b>	1.090	+9.0%

\*Significant relationships are marked in bolds.

**The more frequent users their parents are, the greater the likelihood of young people using the internet for educational purposes**

+ Social  
capital

+ Technology  
capital

++++ Life  
opportunities

- Social  
capital

+ Technology  
capital

Uncertain  
Life  
opportunities

- Social  
capital

- Technology  
capital

---- Life  
opportunities

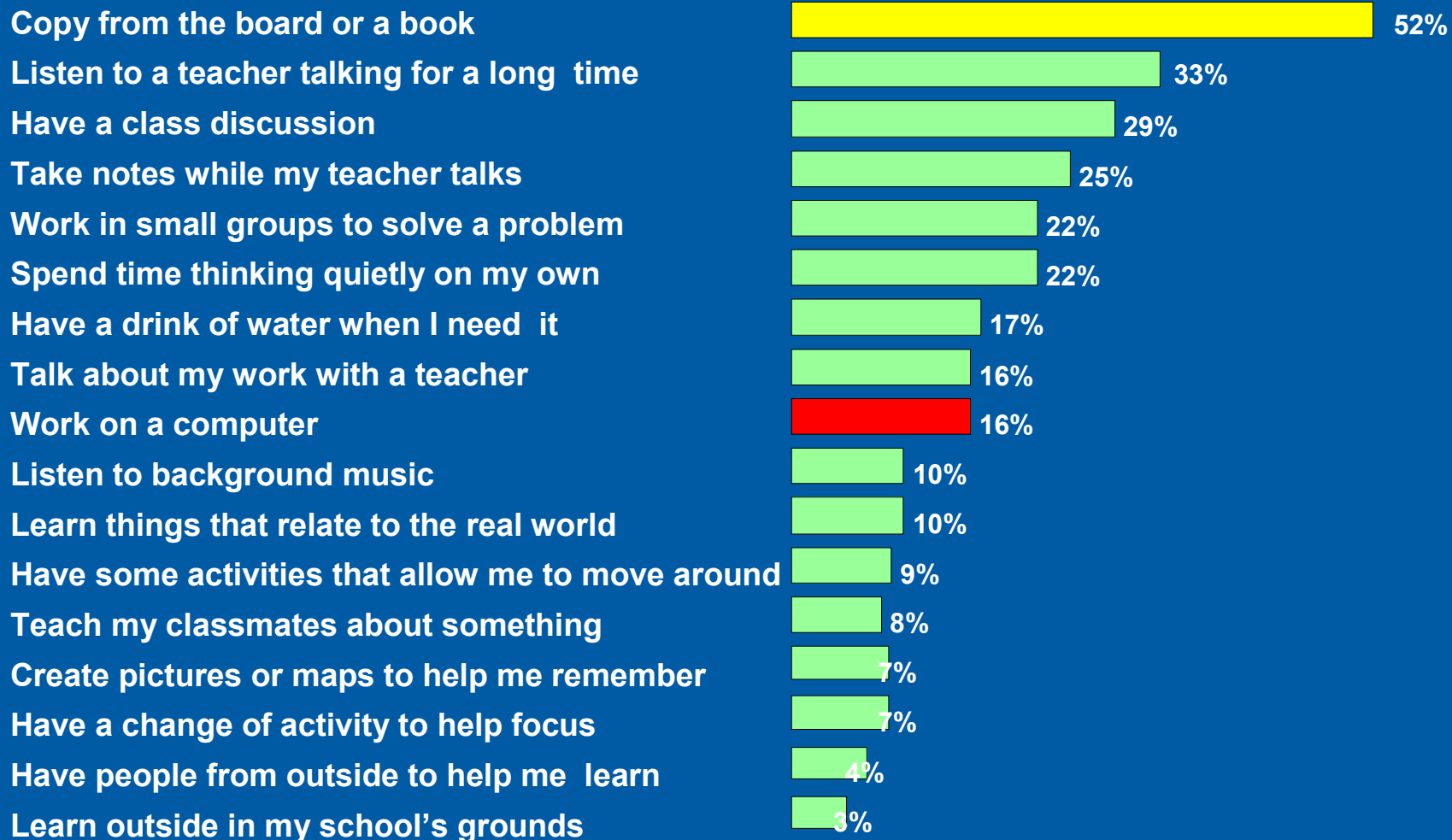
# Should NML be a source of concern for governments?

- Gender divide:
  - Stereotypes
  - Do girls really fall behind?
- Matthew effect:
  - A second digital divide
- They aren't objects!
  - They have things to say

# Common classroom activities

Q

*Which three of the following do you do most often in class?*



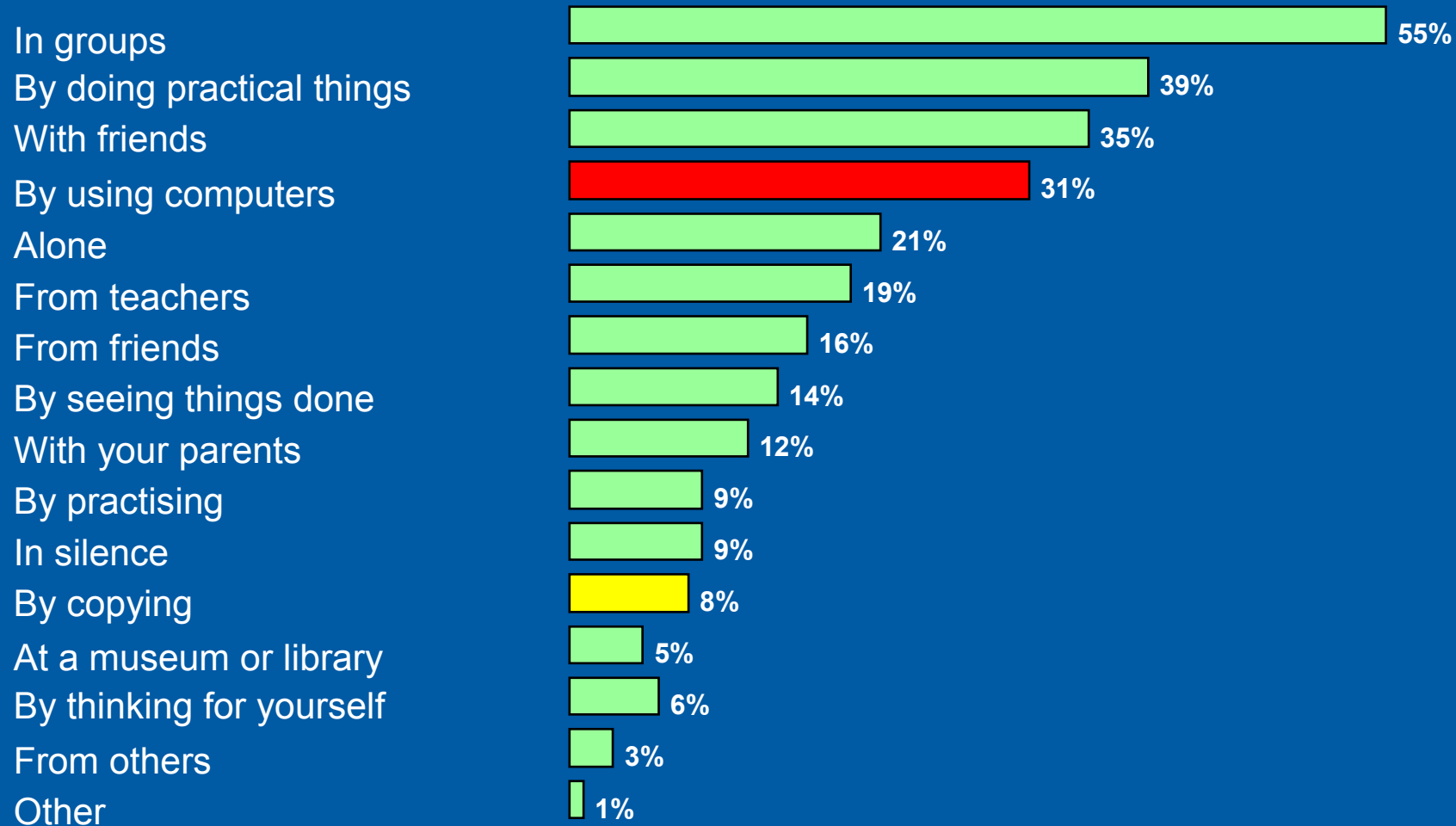
Base: All pupils (2,417)

Source: Ipsos MORI



# Most preferred ways to learn

*In which three of the following ways do you prefer to learn?*



## Lessons learned

- Missing relevant research, not cumulative
- Empirical research focused on the negatives
- Lack of large-scale experiments and longitudinal studies
- What research is telling, does not get to teachers or parents



# WHAT NEXT?



# Drawing on evidence





ORGANISATION FOR ECONOMIC  
CO-OPERATION AND DEVELOPMENT



**Grazie mille!**

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