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Complete 1.2 Marc Prensky's article with regard to Digital Immigrants V. Digital Natives makes remarkable sense to me. I feel that all of my background knowledge, with respect to my large concentrated undergraduate studies at Oregon State University and Western Oregon State University in Psychology and Education are now blending to an enlightening period of my life. With my recent studies and therapy work with my mother whom underwent a rare surgery to remove a tumor that was immediately life threatening which wrapped around her spinal cord at the base of her brain, therapists at Oregon Rehabilitation Center, and her Neurosurgeon and Specialists; I am continually applying brain research to my lessons and communication with school psychologist's evaluations and communication with parents to better understand learning challenges of my students. Most outcomes of the surgery my mother faced left patients often in a vegetative state or with various types of paralysis. My mother is now technically a high functioning quadriplegic; having gone through an amazing rehabilitation program at Oregon Rehabilitation Center in Eugene, Oregon. She went from only being able to lift limbs with limited movement and having minor speech impairment to 'retraining her brain to communicate with her body again'. They stated that some of the connections of the neurological pathways between the brain and body were broken or damaged from the removal of the tumor which left the damage and scar tissue that formed around the spinal cord. We can complete tasks that once were impossible for many. It may be the difference and determination in which we learn that makes for amazing outcome coming to fruition.

Compiling what I know about deviating from 'traditional' or one size fits all education plan, we can make adjustments for individual student's learning with respect to learning challenges or disabilities. When will we have the overview that our teaching methods are now the disability and we must revamp our methods to meet our students' abilities to learn? Prensky's findings are identifying the use of 'educational games' that meet the needs of our parallel (Digital Native) style of learning v. linear (Digital Immigrant) style of learning. I would like to spend more time on the brain research component and on Prensky's writings. I think there is a substantial amount of validity to his findings and it seems to be common sense.

My mother learned to make an amazing come back to 'relearn' basic skills. She has worked with 'traditional' methods and digitally enhanced methods also. Her motivation to learn basic life skills again, including walking, conscious breathing, body care, writing, and speaking again with immense pain that inhibits heart rate, breathing, and many involuntary functions. I have learned a great deal in teaching alternative methods when 'standard' methods do not work. I see so many connections with my students learning challenges that require much repetition, but finding the right methods in which their brains will process the information may be very different in our learning/teaching approaches. I have had many students which have received Individual Education Plans with assistance from Behavioral, Psychological, Occupational and Physical Therapy Specials throughout my years of teaching. I used many of these educational connections in working with the team helping my mother. Amazingly, we are even using 'traditionally methods' with technological twists. She worked on her hand therapy (fine motor skills) by playing *Fruit Ninja* on her iPad have been physically and emotionally beneficial for her as an example. I guess because I see 70+ years woman as a likely 'traditional' or 'digital immigrant' but she is not. My

mother was a medical transcriber for seven doctors in Portland, Oregon in the nineteen-fifties and has embraced technological advances as an innovator. She continues to lead me as I had been more of a 'digital immigrant' than she. It is ironic but exposure is what makes the difference and the courage to find technology beneficial in our lives.

By saturating her brain visually and creating a fun interactive therapy she can work through the pain and it allows her to manage her Physiological challenges too. This in turn affects her heart-rate challenges. I can only wonder how these types of activities can assist student with occupational therapy by 'having fun' exercising and inspire children with dexterity issues use technology to communicate information they comprehend rather than perform in traditional paper and pencil methods. This could break the limiting factors to the potential academic growth for many that are inhibited by using traditional means of verifying content learned.

We seek technology, but are only limited in this approach by the financial constraints. Voice to text would allow my mother to write as quickly as she speaks (or used to type). She is determined to write and empathizes with my students that have this same challenge. I know what she was capable of and now I see the pathways that are hindered have discouraged her. I see the discouragement in my students when some try and their writing challenges are not intentional or due to lack of effort. I know expression and self-worth are more important than traditional means in which to communicate are assessed. My mother shows pride in her work when she makes words form that are not exquisite but readable. I need to have that same differentiated assessment for all my students that make improvements and not just for those that reach benchmark standards. Bench mark standards could utilize technological adaptations for success in meeting standards that translate to the communications we share in digital form. These things have not limited them with their reading and writing knowledge. With that said I believe we should not abandon the ways of the 'Immigrants' but unveil the ways of alternatives for the success of the 'Natives' instilling the Legacy.

Prensky's ideals stated in order for us to meet the needs of our students of today, Digital Natives, we need to teach both to the Legacy and Future content in the language of the Natives. Educating students by acquiring new content and implementation of learning new ways of doing the core ('old stuff') through computer-aided design (CAD) will be necessary to make education valuable.

Our learning processes are developed by so many physical, emotional, environmental, and psychological factors. How can we not analyze the means to incorporate technology into how we learn and store our knowledge if teachers are education with these opportunities for us? We cannot teach or imply a connection to our students if they can't receive or utilize the content. It seems as though Marc Prensky's research has bridged the communication of our mixed generation gap by translating the language of the digital divide into learning worldwide. I think his background in the world of digital business with his education of earning an MBA from Harvard and a Masters in Teaching from Yale warrant no argument that he is qualified to make respected inferences. We still can treasure, value, and learn the ways of our 'Digital Immigrants' but we must not lose sight of how to do the same for our 'Digital Natives'.