Studying the Characteristics of the Network Generation, the Principles of Teaching, Teaching Strategies and Appropriate Evaluation Methods

Sadegh Hamedinasab[1]*, Fatemeh Taherpour[2], Mozhgan Mashayekh[3]

[1]PhD of Curriculum Planning, Department of Educational Sciences, Faculty of Education and Psychology, University of Birjand, Birjand, Iran
[2]Assistant Professor, Department of Educational Sciences, Faculty of Education and Psychology, University of Birjand, Birjand, Iran
[3]Master of Human Resource Education and Improvement, Payame Noor University, Shiraz, Iran

Abstract

Objectives: The Net generation is said to have been born since 1982, and these people are under the influence of the Internet and technology, and they are somehow in line with globalization. The purpose of this study was to examine the characteristics of the Net generation, the principles of education, teaching strategies, and evaluation methods appropriate to them.

Methods: Analyzing and descriptive methods were used to identify the literature and subject records and to investigate the process of the case in question by reviewing the scientific documents. **Results:** The findings of the study showed that Net generation learners have characteristics such as learning with test and error, quick response and fast response waiting, low attention and constantly seeking feedback. Therefore, in teaching these people should be brief short speeches, active groups based on the group Learner-centric approaches, virtual game design, simulation, introspection, role-play in multi-user virtual environments, and test-and-error exercises. Self-assessment and peer assessment survey methods need to be.

Conclusion: According to the findings, it is suggested that by integrating social networking technologies in e-learning, we move the process of education towards globalization.

Keywords: Net generation, Principles of Education, Teaching Strategies, Evaluation Methods.

---

[1] * Corresponding Author Email*: hamedin.111@gmail.com*

Introduction

People of different generations have always lived and worked together throughout history. Generational variety has existed in society from the smallest institution, the family, to the largest institutions and organizations. However, it appears that, as a result of the rapid changes that have occurred under the influence of information and communication technology, as well as the world's increasing technological growth, this diversity and difference between intergenerational perspectives has become increasingly important. According to genealogical research, each "generation" refers to a group of people who were born during a specific time period and have nearly identical experiences and features as a result of historical and social events that occurred throughout their lifetime (Rad, 2016).

From this perspective, it can be said that every twenty years or so, a new generation emerges with its own set of characteristics, values, and attitudes, which influence their actions and practices. Teachers and educators try to present policies, programs, methods, and tools and equipment that are appropriate for this generation as they enter the social and educational spheres (Gelbart & Komninos, 2012).

According to Gelbart and Komninos (2012), the "Network Generation" is emerging as a result of the emergence and development of various communication technologies, as well as the increasing familiarity and widespread use of these technologies by children, adolescents, and young people. Cahhil and Sedrak (2012), for example, consider the network generation to have been born between 1981 and 2000. Millennials, Generation Y, and Echo Boomers are some of the terms used to describe this generation (Lancaster & Stillman, 2009). They're known as the network generation because of the enormous influence of the Internet and technology on their development. They have used cell phones and computers to communicate with people all over the world since childhood (Junko, 2005).

It is undeniable that each generation's views, thoughts, and characteristics differ from those of previous generations, and that they view the world from new perspectives and have different needs and interests; however, it appears that new generations, such as the "network generation," are frequently misunderstood, and that they are frequently labeled as lazy, irresponsible, isolated, and antisocial (Tapscott, 2009).

Because they have less parental involvement in their education, have been exposed to more media-based education, and have witnessed more behaviors in their schools. Parents of network generation students place a premium on safety when it comes to educating their children and protecting them from media misbehavior (Lancaster & Stillman, 2002).

In national studies and international surveys, various studies of network generation characteristics have been reported. According to Strauss and Howe (2006), this generation has seven personality traits: specific, conservative, reckless, group-oriented, conventional, oppressive, and achievable. Similarly, Junco and Mastrodicasa (2007) define the network generation as social, pragmatic, and multifaceted individuals, claiming that the generation's main characteristics are still being debated as a guide for educational action. Tapscott (2009) considers various attitudinal and behavioral characteristics for this generation in order to differentiate them from other generations.

People of the network generation have traits such as freedom, personalization, scrutiny, honesty, collaboration, entertainment, speed, and creativity, according to him.

Students in the network generation need to use tools like PowerPoint to present, Excel to make spreadsheets, and Word to type their papers during their studies. Students in the Net generation begin utilizing computers at a young age and spend a significant amount of time on them. Children ages 8 to 18 spend more time using computers and video games than they do reading, according to a recent analysis by the Kaiser Family Foundation (2005). On average, children spend an hour per day using a computer and approximately 45 minutes per day playing video games and reading. Students converse for an hour and a half a day, go online twice a day on Facebook, and spend an hour a week reading blogs, according to the network's generational evidence (Junco & Mastrodicasa, 2009: 146).

Because this generation is the most likely to seek education, providing various educational and cultural contexts for them to enter and exit the educational system while maintaining their health is essential. Otherwise, differences in viewpoints and values between this generation and teachers will lead to issues such as intergenerational conflicts, individual conflicts, and this generation's education. At the same time, this generation possesses new and distinct abilities and capabilities, the development of which necessitates the acquisition of new and additional knowledge and skills by university professors and teachers. Students of the network generation expect faculty members to integrate technology into their teaching and learning, as well as gain the necessary skills to do so (Wilson, 2004). For network generation students, interacting with professors is critical. Wilson (2004) suggests that faculty members use online learning to communicate with their students by providing opportunities for chat, sending biographies of instructors, planning for personal interaction, and creating the right atmosphere, such as by a class trip (Sener, 2010).

Given that information and communication technology is at the heart of the network generation's lives, and students spend a significant amount of time on the Internet and social media, they are willingly exposed to cyberspace and influenced by it. This study will look into the characteristics of network generation learners, as well as teaching principles, strategies, and appropriate assessment methods.

Theoretical foundations and research background

Tapscott was the first to introduce the concept of "network generation" (1998). High perception and technical knowledge, willingness to work in a team, independence and autonomy, self-centeredness, ambition, willingness to engage in informal situations and appearances, and willingness to work and enjoy job activities are some of the characteristics of network generation (Beekman, 2011). Most of these people want to advance in their careers and learn new skills, and they see new technologies as an unavoidable part of life and culture (Kilber et al., 2014).

According to Friend (2000), the following are some characteristics of this generation's beliefs: 1- The internet is better compared to television. 2- Reality is not only objective, but it also has a virtual aspect to it. 3- It is more important to do than to know. 4- Learning resembles a fluid game with no logical process. 5- It is common to do several things at the same time rather than focusing

on one thing. 6- Typing is preferred to writing with pen and paper. 7- There is no clear distinction between consumer and producer, and they are mixed (teacher and learner do not have a definite border and both play both roles at the same time).

The following twenty characteristics that are directly related to their learning are among the various sets of characteristics of network generation learners.

1. Perception of technology: These individuals have grown up with technology and have spent their entire lives surrounded by digital age toys and tools (Carlson, 2005; quoted in Burke, 2009). Everything they do is influenced by technology. They expect to be able to access information quickly. Their knowledge of technology enables them to complete difficult tasks and make quick decisions (Junco & Mastrodicasa, 2007).

2. Using search engines for gathering information: Approximately 89 percent of the network generation begins their search for information by using search engines such as Google (OCLC, 2006; quoted in Burke, 2009). Their ability to improve their skills in finding and evaluating information online is enhanced by their convenience with pseudo-sensory technology (Manuel, 2002; quoted in Burke, 2009).

3. Multimedia fans: They are used to entertainment, speed, and easy access to music, movies, and games. They prefer active media such as video games to passive media such as television. Online games, such as participating in a virtual world as a second life, for example, allow them to interact. This includes the three-dimensional environments and the all-encompassing animated virtual world (Oblinger, 2008, quoted in Burke, 2009).

4. Creating Internet Content: They are enthusiastic users of technology, with 90 percent of them using the Internet to do their homework and approximately 57 percent of them contributing original images and artwork to website design. On a daily basis, blogs pay for and provide videos for YouTube (Polin, 2007; quoted in Burke, 2009).

5. Being quick in taking actions: In the world of video games, the Internet, and the incredible speed of action movies, this generation has grown quickly, using fast meta text, music downloads, iPhones in their pockets, and library resources on their laptops. They prefer to have unlimited access to enjoyable and entertaining activities (Foreman, 2003; Prensky, 2006; quoted in Burke, 2009).

6. Learning by inductive discovery: They prefer to figure things out for themselves rather than being told what to do or having to read a text or handbook; they are mobile, experimental, and manipulative, and they are constantly learning in person, through games, and simulations. Role-players also communicate (Junco and Mastrodicasa, 2007; Oblinger & Oblinger, 2005; Tapscott, 1999; quoted in Burke, 2009).

7. Learning through trial and error: People in the network generation have a mentality that they want to do something quickly and solve their problems through trial and error. They solve their problems by playing with software and pressing keys. They only ask for help if they don't respond, and learning on the computer is similar to playing video games to them (Prinsky, 2006).

8. Multitasks on everything: They can easily do multiple tasks at once, and the network generation can quickly transition from one activity to another, such as when talking on the phone with their friends, or when using a smartphone to send and receive emails, browse the Internet, or do homework. Combining play and work becomes second nature to them, and it becomes a way of life for them (Junco and Mastrodicasa, 2007; Prinsky, 2006; Roberts, 2005; quoted in Burke, 2009).

9. Short attention span: Because the network generation moves quickly, they must be actively involved and have a hobby. For them, the game is work, and work consists of games with goals, winning and losing opponents. To meet their need for immediate feedback, they use immediate results for their performance (Prinsky, 2006).

10. Communicate visually: They are visually literate and prefer to work in a visual rather than a textual environment. Many people dislike reading books, especially textbooks, though they do so when necessary; instead, they use graphics and images of all kinds, such as icons, because they find printing expensive, tedious, and time-consuming. They prefer photographs and videos (Gomez, 2007; quoted in Burke, 2009).

11. Craving for social face-to face interaction: Communication is a high priority in the lives of the network generation, who crave social face-to-face interaction. They tend to improve and enhance their personal conversations, interactions, and collaborations despite spending hours in front of the television (Howe and Strauss, 2000; Junco & Mastrodicasa, 2007; Manuel, 2002; Ramaley & Zia, 2005; Windham, 2005; quoted in Burke, 2009).

12. Emotionally open: They are not afraid to express their emotions. They are at ease meeting new people, sharing personal information, and engaging in digital storytelling on blogs, wikis, Facebook, MySpace, and other social media platforms (Junco & Mastrodicasa, 2007; Lenhart, Rainie, & Lewis, 2001; Oblinger, 2008; Oblinger and Ablinger, 2005; quoted in Burke, 2009).

13. Embracing diversity and multiculturalism: The Internet encourages diversity, and network generation people are exposed to the rest of the world to the point where 72 percent of them are sensitive to multiculturalism and 79 percent are able to collaborate with others. They are not only ethnically or sexually diverse, but they also advocate for gender equality, gay rights, racial diversity, and immigration (Greenberg & Weber, 2008; cited in Burke, 2009).

14. Preference for teamwork and collaboration: Network generation people have social orientations and require interpersonal interaction in both online and face-to-face communication. They prefer teamwork and collaboration. They prefer to work as part of a group. Collaborating allows them to gain access to knowledge, research, reasoning, and insight from a variety of sources (Junco & Mastrodicasa 2006; Ramley & Zia, 2005; Strauss & Howe, 2006; Tapscott, 2009; Windham, 2005; quoted in Burke, 2009).

15. Striving for a fit lifestyle: Life is more flexible for network generations. Many students who work full-time or part-time at the university may live with their parents, be financially dependent on their non-spouse, or be financially self-sufficient. They want their job or study

requirements to match their lifestyle so that they can focus on their personal and family lives (Alsop, 2008; quoted in Burke, 2009).

16. Feeling pressure to succeed: They put pressure on their parents to succeed in order for them to achieve their goals. They have goals in their lives and on campus, and some even have five-year plans to succeed academically and meet family obligations (Friend, 2000; quoted in Burke, 2009).

17. Constantly seek feedback: The network generation seeks recognition for their efforts and successes. It is critical that they receive regular and timely feedback on their school performance (Lowery, 2004; quoted in Burke, 2009).

18. Thrive on instant gratification: The network generation enjoys instant gratification because of the speed with which they operate in all aspects of life. They must persuade them to use speed over the internet. When they go to other places, such as school, however, their online needs are not immediately met. Their impatience wears them down (Burke, 2009).

19. Respond quickly and expect rapid feedback: This feature is related to network generation speed, efficiency, and time savings. They expect everyone else to respond quickly in their communication, and they respond quickly to emails, due to their fast and multifunctional network generation lifestyle (Friend, 2000; Junco & Mastrodicasa, 2007; Carnevale, 2006; quoted in Burke, 2009).

20. Prefer typing to handwriting: Taking notes in the classroom is a thing of the past and isn't a good means of generating a network. On your computer or iPhone, they are notes, articles, and communications. The advantages of typing words far outweigh any other form of written communication (Friend, 2000; quoted in Burke, 2009).

Various studies on "network generation" have been conducted. For example, Shaoling (2010), In a study entitled An Educational Model in Modern Learning Environments for Network Generation, found that flexible time and space, abundant information resources, many indirect interactions, and dynamic learning are among the main features of modern learning environments. In a study titled Computer Literacy Skills of Network Generation Learners, Duke (2011) found that after completing the training course, network generation learners have better computer literacy skills than non-generation network learners.

In a study of ICT elements for network generation learners, Guitert, Romeu, Guerrero & Padrós (2008) found that some learners born into the ICT community make ICT a part of their daily lives. is taken into account. Others, despite not being born into the ICT community, have to use and integrate technology into their learning process.

In a study aimed at examining the use of informal knowledge resources by the network generation, Karuovic, Glusac, Radosav, and Grahovac (2016) found that learners strongly emphasized that they draw their knowledge from informal knowledge sources such as computers, software, the Internet, mobile phones, and new digital technologies.

In a study aimed at determining how to educate the network generation, Getova (2016) found that today's learners are exposed to digital technology from birth and thus work in interactive

environments because learning is experiential and this learning is associated with the highest levels of motivation.

Worley (2011), in a study titled Network Generation Student Education, found that network generation student education is always associated with challenges for university administrators, and that these challenges should be seen as opportunities to help students learn, and that educators should determine their attitudes and consider their learning needs.

In a study aimed at examining the types of network generation students, Kennedy, Judd, Dalgarno and Waycott (2010) identified four groups of different types of network generation students. Strong users (14 percent), regular users (27 percent), irregular users (14 percent), and basic users (45 percent) are the four groups whose research revealed significant communication between them.

Ivanova and Ivanova (2009), in their study Network Generation Learning Style: A Challenge to Higher Education, found that universities and academic staff are adapting to the challenges of network generation education. They must not only redefine their plans, but also change their practices to accommodate the preferences of network generation students in this regard.

In a study conducted by Farrow, Liu, and Tatum (2011) on network generation students' curriculum evaluation, they found that, from a students' point of view, traditional methods of teaching based on lectures and even slide shows are not appropriate.

Patterson (2009) in a study aimed at evaluating the learning and engagement of interior design students in computer simulated environments concluded that case studies based on computer simulation create a credible, dynamic and powerful learning environment that engages learners.

Roodt, de Villiers, and Joubert (2012) in a study to examine the collaborative learning of network generation using social networks concluded that the use of web technologies and social networks can significantly increase learner engagement.

Methods

In this article, descriptive and analytical research methods were used. Various sources were gathered and analyzed by referring to libraries and Internet sites in order to achieve the research's objectives.

Findings

Education principles and teaching methods

Wilson (2004) and Kuh (2003) looked at a variety of teaching strategies for all students, with a focus on network generation. The teacher-student relationship has always been considered as vital to the learning process. Having contact information for teachers and students encourages students to engage in meaningful educational activities. Active learning activities include discussing a professional program or research project, receiving instant feedback, discussing course requirements or grades, and even discussing ideas outside of the classroom. As a result, most students succeed in pursuing these types of interactions, but faculty should make an effort to learn

all students' names and make formal contact with them (Kuh, 2003; Wilson, 2004; quoted in Junco & Mastrodicasa, 2007).

In education, activities that encourage student interaction and involvement should be considered, and active methods should be used instead of passive methods like lecturing (Wilson, 2004). These methods are more appealing to today's students because of the nature of network generation's groupism. Rather than memorizing facts and listening to lectures, students learn best when they interact with resources and relate them to their own experiences (Chickering & Gamson, 1987; Wilson, 2004; quoted in Junco & Mastrodicasa, 2007).

For the network generation, students' communication with educators is critical. Long and Coldren (2006) discovered that students from the network generation can engage in large lecture-based courses, and that instructors use personal examples in teaching, showing students how to do things, and encouraging teamwork. Encourage them to teach for the network generation more effectively.

Another way to engage with students is to try understanding their conditions. Learning about the shared characteristics of students is one way to gain a better understanding of their experiences. This causes students to take a personal interest in educators, teachers to gain more positive grades, and students to achieve better academic achievement (Long & Coldren, 2006).

Students in the network generation do not devote enough time to anything, particularly study; this generation expects high levels of success but does not dedicate enough time to achieving higher grades (Wilson, 2004; cited in Junco & Mastrodicasa, 2007). Although it is recommended that students study outside of the classroom for two hours per class hour, evidence shows that they read for much less time. In most cases, there is no correlation between network generation goals and efforts. They do, however, have self-confidence and motivation to achieve their objectives; thus, e-learning can be used for them based on these network generation characteristics (Pryor, Hurtado, Saenz, Lindholm, Korn, & Mahoney; quoted in Junco & Mastrodicasa, 2007)

To choose the right teaching strategy for the network generation, it is necessary to determine the validity of knowledge, learners' IQ, learning styles and the way learners think (Burke, 2009). The table below outlines the appropriate teaching strategies for network generation learners based on their characteristics.

Network generation learners' characteristics	Teaching methods
Perception of technology	The combination of technology should be significantly considered in lectures, class and extracurricular activities, and student activities. One should try to use in teaching: music, video, video games, blogs, wikis, search engines, and search databases that are animated, interactive, image-based, and multi-user virtual environments for simulation and experience. These digital tools, which are of a second nature, should be portable and accessible, not location-specific.
Using search engines for gathering	Provide search engine assignments, but guide them so that their search results

information	are useful. Teach them how to think critically about data, how to interpret it, and how to apply it. Give them exercises focusing on information literacy and the use of search engines for research projects as well.
Multimedia fans	Use music, movies, video games, and other games that students enjoy in their assignments and lectures, because students frequently use a variety of media in their learning.
Creating Internet Content	Provide opportunities for students to enrich websites, blogs, microblogs, wikis, YouTube videos, and podcasts by creating relevant content.
Being quick in taking actions	Allow students to use speed as much as possible in active learning activities, assignments, and exercises, given that they learn quickly and effortlessly. Students should be more engaged in their studies; otherwise, they will get tired and skip class.
Learning by inductive discovery	In your teaching, use these: short lectures, increasing discussion groups, switching to learner-centered methods, game design, simulation, improvisation, role-playing with learning outcomes in virtual environments such as multi-user virtual environments, providing manipulation, exploration and trial-and-error exercises in solving issues. Allow students to actively participate in their research by allowing them to use a variety of databases. Students must compile a portfolio of their achievements.
Learns by trial and error	Provide students with problems to solve individually or in groups, and encourage them to use their own problem-solving strategies. Students want to be in charge of their education, so they use unconventional technological methods like encouraging brainstorming, problem-solving, and decision-making.
Multitasks on everything	Allow students to multitask in the classroom by allowing them to listen, type, listen to music, play online, and email at the same time. It is not a crime if they are not paying attention to your demands and are distracted by other stimuli.
Short attention span	The extent to which students' attention is focused is determined by their level of interest in a particular activity. Students can easily lose track of time while playing video games, so engage them in a variety of strategies, such as focusing on content quickly or, better yet, allowing them to use technology at their own pace.
Communicate visually	Graphics, images, and visual representations in presentations, particularly TV movies and YouTube videos that students can interact with, are examples of visual communication. Present songs, TV show parodies, and movie scenes that represent a concept, theory, or process to the class. This is a fun way to depict the process of anxiety, difficulties, and monotonous subjects. Encourage students to learn concepts in class by using movies, music, virtual multitasking tools, simulations, and 3D images.
Craving for social face-to face interaction	Allow students to interact in two-person or small-group settings, with these groups participating in collaborative learning activities in both real and

	virtual environments. In your office, have small group meetings as well.
Emotionally open	To share feedback and encourage student interaction, use live, online methods. Use discussion, question-and-answer sessions, joint exercises, and digital storytelling via blogs, wikis, and social media networks.
Embracing diversity and multiculturalism	Incorporate a variety of topics into your content in a systematic manner, resulting in a diverse class that is sensitive to multicultural composition. Create opportunities for ethnic, racial, and gender mixing in the classroom and outside of it through group assignments.
Preference for teamwork and collaboration	Plan for group projects and research assignments in a group space where you are a member of a group. Their collective intelligence enables them to use wikis, blogs, podcasts, and e-portfolios to seek knowledge, research, and group discussion. Encourage students to engage in virtual role-playing and simulations, practice improvisation and collaborative learning outside of the classroom with an online chat room, and present visuals, movies, or other products. Due to the use of the Internet and the availability of a variety of knowledge resources, students interact to teach in cyberspace instead of going to class.
Striving for a fit lifestyle	If you have non-traditional students, be sensitive to your work and include family demands in your classroom activities. Make sure that your class and extracurricular travel do not become repetitive; On campus and in the classroom, form small groups to practice collaborative learning.
Feeling pressure to succeed	To succeed in school, take into account each student's multiple intelligences and learning styles. Focus on students' critical thinking and deep learning experiences rather than facts, and design appropriate and equitable assessments that are appropriate to teaching methods. Throughout the semester, use the e-workbook to keep track of students' homework.
Constantly seek feedback	Use clickers for rapid feedback on their classroom activities and provide constructive feedback in print, online, and face-to-face in a frequent and timely manner.
Thriving on instant gratification	Return assignments, post test scores on your website, utilize clickers, and teach them self-control and reward delays to encourage them to wait instead of becoming frustrated and exhausted.
Responding quickly and expect rapid feedback	Respond to students on the same day if feasible, and send them the outcomes of their activities by email and LMS.
Prefer typing to handwriting	Encourage students to take notes in class and type them on a laptop, Mac, or other portable digital device.

Source: (Burke, 2009: 13-16)

Evaluation methods
Orlando (2014) outlines the principles of evaluation in both face-to-face and online education:
- The evaluation is carried out in order to define the learning objectives.

- The assessment phase uses a variety of assessment methods, including formal assessments such as tests, discussions, and assessment offices in traditional tests, as well as performance tests at the most complex level.
- Throughout the course, the instructor uses diagnostic, formative, and summative assessment strategies to track student progress.
- Essential questions are used to clarify learning objectives and performance metrics for students.
- The instructor helps students close the learning gap by preparing them for ongoing feedback based on ongoing assessment.
- Students are given the opportunity to reflect on and self-assess their learning during assessment.

Orlando (2014) describes two assessment methods in online learning in his study "*How to Effectively Evaluate Online Learning*".

1. Text feedback: To prevent illiteracy in the margins of their tests, online learning educators use a word processing program to provide feedback to students.
2. Voice feedback: In a digital environment, educators can use a variety of feedback types, such as audio, video, links, and so on.

Admiraal and Huismanand Pilli (2015) state that evaluation in informational communication theory is informal and that informal feedback should be provided from learners' informed participation. According to them, peer assessment is based on a student's evaluation by his classmates, while self-assessment is based on a comprehensive evaluation of himself. They came to the conclusion that there was a strong correlation between the two methods and suggested that instead of learning, peer-to-peer and self-assessment methods be used to assess learning.

Discussion and conclusion

The goal of this study was to look into the characteristics of network generation as well as educational principles, teaching strategies, and appropriate evaluation methods. In terms of educational principles for network generation, it can be said that in education, activities that lead to student interaction and involvement should be considered, and active methods should be used instead of passive methods such as lecturing. These methods are more appealing to today's students due to the perceived nature of network generation groupism. Rather than memorizing facts and listening to lectures, students learn best when they interact with resources and relate them to their own experiences. For the network generation, students' communication with educators is critical. In terms of network generation evaluation methods, it can be said that the principles of evaluation are the same in face-to-face and online training, for example, evaluation is done directly to clarify learning objectives.

Evaluation uses a variety of assessment methods, including formal assessments such as tests, discussions, assessment offices in traditional tests, and at the most complex level, including performance tests. Throughout the course, the instructor uses diagnostic, formative, and summative assessment strategies to track student progress. Essential questions are used to clarify learning objectives and performance metrics for students. The instructor helps students close the

learning gap by preparing them for ongoing feedback based on ongoing assessment. Students are given the opportunity to reflect on and self-assess their learning during assessment.

The following teaching strategies are suggested based on the analysis described in the network generation:

1. Describe your thoughts rather than your answers.
2. Laugh at your mistakes and learn from them; this will teach students to see professors as problem solvers and to recognize and correct their own errors.
3. Create a group atmosphere by referring to "us" when you want to imply a sense of shared responsibility.
4. Relate personal anecdotes to your professional responsibilities.
5. Make use of engaing nonverbal communication.
6. Make an effort to create a conversational atmosphere.
7. If you want your students to be enthusiastic about learning, you must be enthusiastic about teaching.

They suggested that instead of using evaluation of learning, peer-to-peer and self-evaluation methods for network generation be used.

References

Admiraal, W., Huisman, B., & Pilli, O. (2015). Assessment in Massive Open Online Courses. *Electronic Journal of E-learning*, *13*(4), 207-216.

Berk, R. (2009). Teaching Strategies for the Net generation, Transformative Dialogues. *Teaching & Learning Journal*, 3(2), 1-24.

Cahill, T.F., & Sedrak, M. (2012). Leading a multigenerational workforce: Strategies for attracting and retaining millennials. *Frontiers of Health Services Management*, *29*(1), 3-15.

Duke, C.M. (2011). *Computer Literacy Skills of Net generation Learners*. Texas A&M University.

Farrow, C.B., Liu, J., & Tatum, M.C. (2011). Curriculum delivery and assessment for Net generation construction students. *International Journal of Construction Education and Research*, 7(2), 109-125.

Gelbart, N., & Komninos, J. (2012). Who? where? Y? *Charter Journal*, 84(7), 20-23.

Getova, I.D. (2016). Education of "Net generation". *International Journal of Scientific Great Falls, VA: LifeCourse Associates*.

Guitert, M., Romeu, T., Guerrero, A., & Padrós, A. (2008, July). *ICT competences for Net generation students*. In 2008 Eighth IEEE International Conference on Advanced Learning Technologies (pp. 480-481). IEEE.

Hartman, J., Moskal, P., & Dziuban, C. (2005). Preparing the academy of today for the learner of tomorrow. *Educating the Net generation*, 6-1.

Ivanova, A., & Ivanova, G. (2009). *Net-Generation Learning Style – a Challenge for Higher Education*. International Conference on Computer Systems and Technologies - CompSysTech'09.

Ivanova, A., & Ivanova, G. (2009, June). *Net-generation learning style: a challenge for higher education*. In Proceedings of the International Conference on Computer Systems and Technologies and Workshop for PhD Students in Computing (p. 72). ACM.

Junco, R. (2005). *Technology and today's first-year students. Challenging and supporting the first-year student: A handbook for improving the first year of college*. San Francisco: Jossey-Bass.

Junco, R., & Mastrodicasa, J. (2007). Connecting to the net.generation: What higher education professionals need to know about today's students. Washington, DC: Student Affairs Administrators in Higher Education (NASPA).

Kang, J. H. (2014). *Designing studies to evaluate an orientation program using mobile augmented reality for Net generation students*. iConference 2014 Proceedings.

Karuovic, D., Glusac, D., Radosav, D., & Grahovac, D. (2016, May). *Use of informal knowledge sources and Net generation*. In 2016 6th International Conference on Computers Communications and Control (ICCCC) (pp. 55-63). IEEE.

Kennedy, G., Judd, T., Dalgarno, B., & Waycott, J. (2010). Beyond natives and immigrants: exploring types of Net generation students. *Journal of Computer Assisted Learning*, 26(5), 332-343.

Lancaster, L.C., & Stillman, D. (2009). *When generations collide: Who they are. Why they clash. How to solve the generational puzzle at work*. Harper Collins.

Learner of Tomorrow, Retrieved in Hartman, J. (2005). Educating the Net generation, PP, 62-63.

Long, H.E., & Coldren, J.T. (2006, Spring). Interpersonal influences in large lecture-based classes: A socio instructional perspective. *College Teaching*, 54(2), 237–243.

Lowery, J.W. (2004). Student affairs for a new generation. In M. D. Coomes & R. DeBard (Eds.), Serving the millennial generation: New directions for student services (No. 106) (pp. 87–99). San Francisco, CA: Jossey-Bass.

Marshall, G., Connell, D., & Taylor, B. M. (2013). Australia's Murray-Darling Basin: A century of polycentric experiments in cross-border integration of water resources management. *International Journal of Water Governance*, *1*, 231-251.

Mthembu, S., & Roodt, S. (2017, July). *Engaging the Net generation via YouTube: An Academic approach for undergraduate teaching*. In 2017 1st International Conference on Next Generation Computing Applications (NextComp) (pp. 81-91). IEEE. Footprints, 4(1): 10–16.

Orlando, S. (2014, August). Deepwalk: How to effectively evaluate online learning. (pp. 701-710). ACM.

Peterson, J.E. (2009). The net-generation interior design student: an exploratory study assessing learning and engagement within a computer simulation environment.

Prensky, M. (2006). *Don't bother me mom I'm learning*. St. Paul, MN: Paragon House.

Rad, I. (2016). Aspecte ale autocenzurii In Romania comunista. *Analele Universitatii Ovidius din Constanţa. Seria Filologie*, 27(2), 465-472.

Roodt, S., de Villiers, C., & Joubert, P. (2012). Collaborative learning for the Net generation: Using social networks in an undergraduate course. *International Journal of Innovation in the Digital Economy (IJIDE)*, 3(3), 10-24.

Sener, J. (2010). Why online education will attain full scale. *Journal of Asynchronous Learning Networks*, 14(4), 3-16.

Shaoling, D. (2010, May). *A model of education for Net generation in modern learning environments*. In 2010 International Conference on Networking and Digital Society (Vol. 1, pp. 179-182). IEEE.

Strauss, W., & Howe, N. (2006). Millennials and the pop culture: Strategies for a new generation of consumers in music, movies, television, the Internet, and video games.

Tapscott, D. (2009). *Growing up digital: How the Net generation is changing your world*. NY: McGraw-Hill.

Tarhini, A., Hone, K., & Liu, X. (2013). Factors affecting students' acceptance of e-learning environments in developing countries: a structural equation modeling approach. *International Journal of Information and Education Technology*, *3*(1), 54.

Wilson, M. E. (2004). *Teaching, learning, and millennial students*. In M. D. Coomes & R. DeBard (Eds.), Serving the millennial generation: New directions for student services, no. 106 (pp. 59–71). San Francisco: Jossey-Bass.

Worley, K. (2011). Educating college students of the Net generation. *Adult Learning*, 22(3), 31-39.