REV. JAROSŁAW JĘCZEŃ

ACTIVE LEARNING
SERVING FAMILY

Active learning is not a new idea. It is enough to go back in your mind to Socrates' idea. As a young philosopher he held meetings with students in order not to teach them, but in order to talk to them. Socrates, through a conversation, through a dialogue shoed his disciples the right way leading to their soul, and this way allowing self-understanding. According to Socrates, "all proper knowledge comes from the inside". Thus teaching is a mutual process of knowledge attainment. Socrates may be pronounced one of the fathers of active learning[1].

In the broadest sense, the basis active learning is a frequent, direct and diversified (by means of various tools and aids) contact of the learner and the teacher, where the learners role is much greater than in traditional learning.

Active learning model, where the learner's role is taken into consideration, is shown in Figure 1.

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[1] See D. E l l e r m a n, S. D e n n i n g, N. H a n n a, *Active Learning and Development Assistance*, "Journal of Knowledge Management" 5(2001) issue 2, p. 171-179.
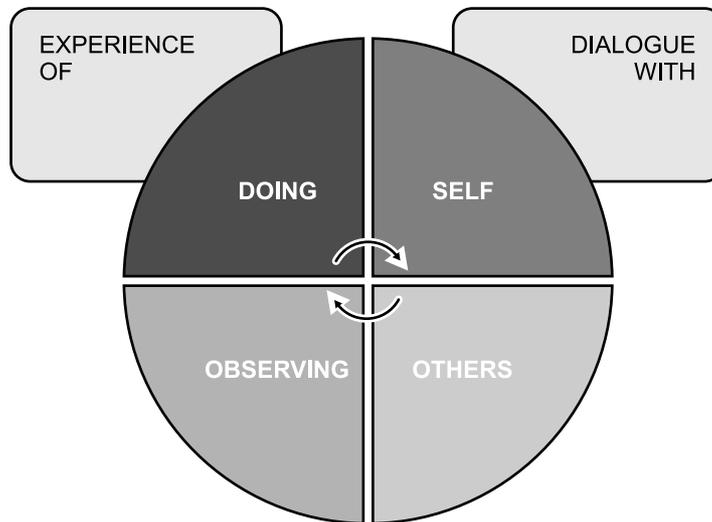
Figure 1. A model of Active Learning by L. Dee Fink.
University of Oklahoma instructional development program
Source: http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/active.htm

The figure shows that the activity of all the learners assumes experience and dialog. In the case of experience *doing* and *observing* are presented, in the case of the dialogue the *Dialogue with Self* and *Dialogue with Others*. The power of interaction show when in the active method learning all the four elements are used.

This is the transition way from the passive to the active type of learning (Figure 2). The new information technologies which came into use at the turn of the century even speeded up the process and the scale had never been observed before.

The new technologies allow for new experiences, new observations and these are gained out of the home, school or among the peers. And these experiences are the experiences at a global scale. And the dialog is similar in this respect. Thanks to the new technologies the dialogue with self is realized (internet blogs) and also the dialogue with others (social network sites, internet chats, discussion forums etc.). The learning is thus not limited to the school class, the teacher's message and the homework done in the house. The learning exceeds these communities, allows to gain new experiences, to experience new interpersonal relations, new forms of knowledge, entertainment, leisure.
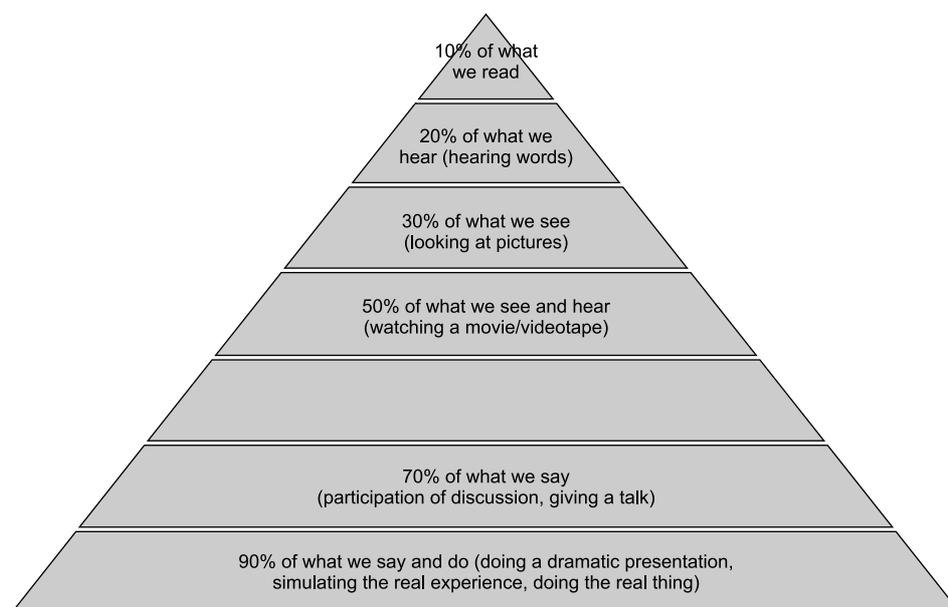
After two weeks we tend to remember:

Figure 2. The Cone of Learning. Source: http://sparkinsight.wikidot.com/factlets

Generally speaking „new technologies [...] entirely change the way people use their five senses, the way they react to various phenomena, and this way they change their life form and the shape of the society"[2]. These are the words of a famous Canadian media expert, Marshall McLuhan who lived 1911 to 1980, used to characterize the power of contemporary information and communication techniques. His technological determinism assumed the idea that the technological inventions inevitably lead to the cultural change: we shape our tools, our tools shape us in turn.

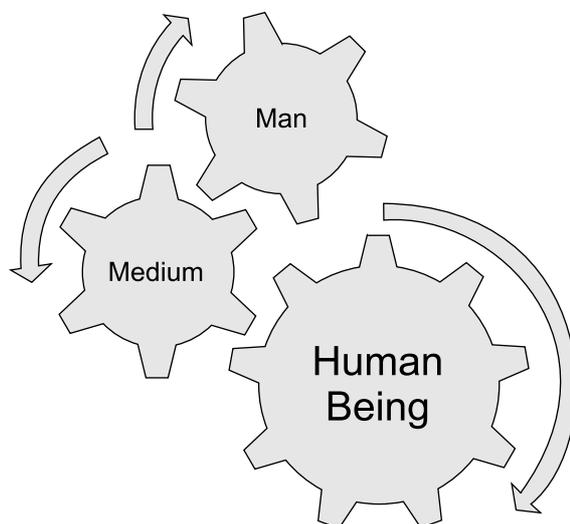[2] T. W o l f, *Suppose He is what He Sounds Like…*, [in:] *McLuhan: Hot & Cool*, Ed. G. Stearn, New York 1967, p. 19.

Figure 3. McLuhan's Technological determinism:
The Medium is the Message

The communication channels constitute the basis of the cultural change[3]. He claimed that the means is also the message[4]. He believed that the medium itself changes people more than the sum of all the messages transmitted by the medium (*the medium is the massage not the medium is the message*)[5]. These McLuhan's observations can be referred to the changes which are the consequence of the new technologies, or as we call them new media, taking place in the learning sphere.

The new media concept is above all connected with the history of the Internet and the World Wide Web. Which means the communication via the computer (CMC – *computer–mediated communications*).

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[3] See E. G r i f f i n, *Podstawy komunikacji społecznej*, Gdańsk: GWP 2002, p. 344.

[4] See E. McL u h a n, F. Z i n g o r e, *Essential McLuhan*, Toronto 1995, p. 151-161.

[5] M. Mc L u h a n, *Understanding Me. Lectures and Interviews*, Toronto: Anansi 2003, p. 76-97.
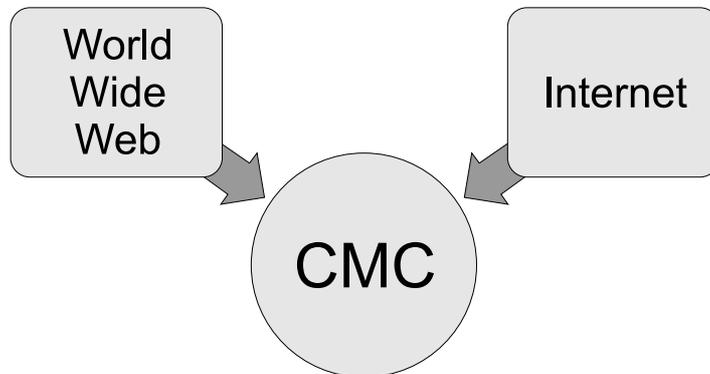
Figure 4. CMC – computer–mediated communications

The new media modeled by man, now model the man. The Internet shapes the active learning (in the learning sphere) and the new communication style in general (in the in the life culture sphere).
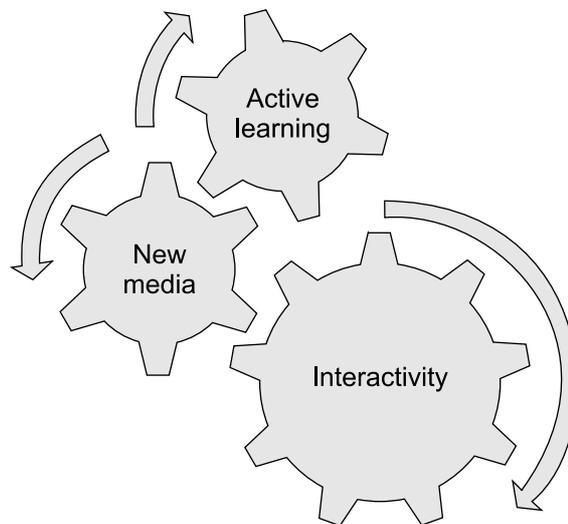
Figure 5. New media shape the active learning methods
and the communication style

The relation between the active learning and interactivity is also inte-resting. The learning is a part of human life, human culture. Therefore the interactive life style comprises the active learning, especially among young

generation, referred to as Y generation. Interactivity also influences the active learning and at the same time the active learning coerces new uses of inter-activity as the ways to address the youth. And we have another feedback, another determinism, which is shown in Figure 6.
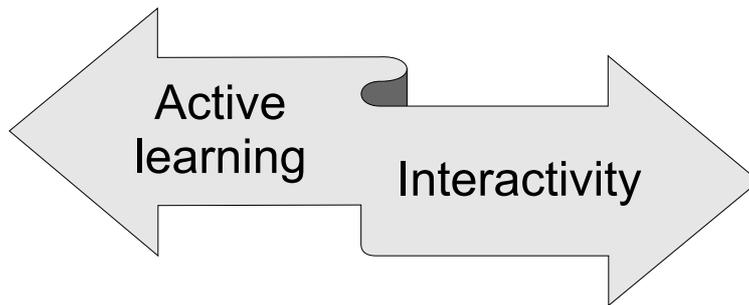
Figure 6. Interaction between active learning and interactivity

Therefore the active learning must be a part of the life style of each family which has children. The active learning leads to greater interactivity among the family members and thus to more effective communication bet-ween parents and children, or in other word the Boomers generation and the X Generation and Y Generation.

Figure 7. The Y Generation shapes the work style at school
and in the family life.

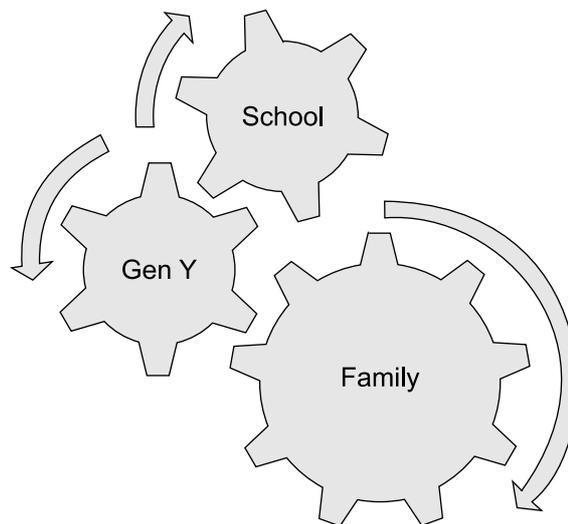The components which are the basis of the active education come into existence: the experience exchange and dialogue. And this way we arrive at the conclusion which is the subject of the lecture: Active Learning Serving the Family. The presence of the active learning in the contemporary world has numerous advantages, such as: better parents – school communication; better communication of the parents and the parents of the children's peers; parents extend their knowledge about the web functionality (media education); safer Internet for children care; web monitoring (due to cyberbullying, grooming, flaming, phishing); new communication in the family (New connectedness); new type family (Networked Family).

The most important of the above are: the new communication in the family and the new family type. The active learning which is based on Generation Y interactive interpersonal relations changes the family.

The research carried out in the USA by the Pew Centre's Internet and American Life and published in 2008 *Networked families* undoubtedly indicate a new communication model (*new connectedness*) based on the Internet and mobile phone experience.
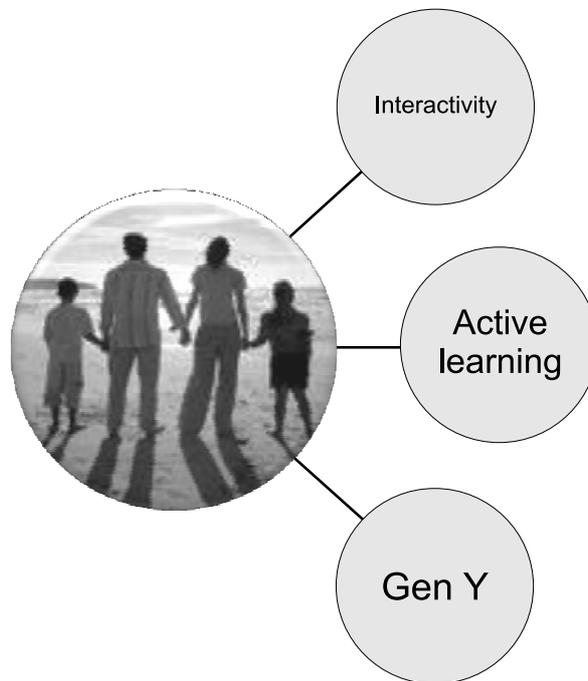

Figure 8. The factors which influence the life style
and communication in the family.

The family is changed by the generation which is familiar with the active learning and the interactive communication. It is, as I have already mentioned, the youth generation, whose attitudes and life philosophy have been created by common life experiences, where the Internet is the most basic one.

The report of Pew Centre's Internet and American Life pt. *Generations Online in 2009* classifies the children and the youth born after 1977 as the Generation Y. It also enumerates other, earlier generation groups, as shown in Table.

Table 1. Source: *Pew Internet & American Life Project*, December 2008 survey;
http://www.pewinternet.org/pdfs/PIP_Generations_2009.pdf

Generation name	Birth Years, Ages in 2009	% of total adult population	% of Internet-using population
Gen Y	1977-1990, 18-32	26%	30%
Gen X	1965-1976, 33-44	20%	23%
Younger Boomers	1955-1964, 45-54	20%	22%
Older Boomers	1946-1954, 55-63	13%	13%
Silent Generation	1937-1945, 64-72	9%	7%
G.I. Generation	- 1936, 73+	9%	4%

Generation Y and *Generation X* constitute more than a half of the Internet users. The research does not take teenagers into consideration. Young people dominate the internet users population. However the two previous generations: *Younger Boomers* and *Older Boomers* are not worse. The research of Pew Centre's Internet and American Life *Generations Online in 2009* show that the older generation activity and on-line participation is on the increase. The most popular activity form is the use of communicators, with the predominance of email.

One of the reasons for which the *Younger Boomers* and *Older Boomers* generations use email more and more often is that their children or other family members of *Gen Y* at the similar age live in the same house. The parents of *Screenagers* generation have to intensify their parental activity towards the new media.

The research results published by the Eurobarometer show that as much as 75% of the children between the age of 6 and 17 in the EU and as much as 89% in Poland use the Internet. Young internet users in Poland constitute a much larger group than their parents (82%). A similar situation refers to the use of mobile phones: 63% of ten-year-olds in UE have a mobile phone (75%

in Poland) and 11% with the Internet access (18% in Poland)[6]. Bearing this data in mind, parents must treat this technology as a chance to learn something with their children and also to communicate with them by these new means.

This way, using the new means of communication the *Gen Y* creates its own communication culture, changes the family communication culture and this way influences the older generations in the family. The *Gen Y* is the generation of continuous changes, continuous mobility. Their lifestyle is the kind of *moving cultures*[7].

The parents at home and also the teachers at school have to adjust to this new style, if they want to communicate effectively with the new *GenY* generation. The experience of the Internet is the main experience of the present day generation. For the parents of this generation a similar experience was the experience of single directional media (television, radio, press), thus little interactive. Young people need the dialogue, and that is why there is the presence of numerous, so called *social software* they take part in. They want to engaged in the information process, not only absorb the one- direction data transfer. Internet communicators, personal web pages, and the new concept media such as *Web 2.0* (popular interactive services as Wikiperdia, YouTube, Blogger) are the symbols of their search for communication. One of the most interesting phenomena on today's web is blog – a computer diary (from the words Web and Logs)[8]. In 2006 there were 57 million active bloggers.

The research carried out by the Pew Centre's Internet and American Life show the motives for which the Internet users create *social software*[9]. One of the most interesting, but not shown in the Table 2 is David Kline's confession: „I blog, therefore I am"[10].

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[6] *Towards a safer use of the internet for children in the EU – a parents' perspective.* Conducted by The Gallup Organization, Hungary upon the request of Directorate General Information Society and Media, Flash EB Series #248, 2008; http://ec.europa.eu/information_society/activities/sip/eurobarometer/index_en.htm

[7] See A. H. C a r o n, L. C a r o n i a, *Moving Cultures. Mobile Communications in Everyday Life*, McGill-Queen's University Press 2007.

[8] See A. L e n h a r t, M. M a d d e n, A. R. M a c g i l l, A. S m i t h, *Teens and Social Media. The use of Social Media Gains a Greater Foothold in Teen Life as they Embrace the Conversational Nature of Interactive Online Media*, Washington, DC: Pew Internet and American Life Project 2007, p. I-IV.

[9] See F l e w, *New media*, p. 96-98.

[10] D. K l i n e, *I Blog, therefore I AM*, [in:] *Blog! How the Newest Media Resolution is Changing Politics, Business, and Culture*, D. Kline, D. Burstein, New York: CDS Books 2005, p. 237-253.

Table 2. Source: T. F l e w, *New media*, Oxford: Oxford University Press 2008, s. 97

Motives for developing a blog (Pew Internet survey of US bloggers)			
Reasons for developing a blog US blogers survey 2005-2006	Major reason %	Minor reason %	Not a reason %
To express yuoreslf creatively	52	25	23
To document your personal experience or share them with other	50	26	24
To stay in touch with friend and family	37	22	40
To share practical knowledge or skill with others	34	30	35
To motivate other people to action	29	32	38
To entertain people	28	33	39
To store resources of information that is importatnt to you	28	21	52
To influence the way other people	27	24	49
To network or to meet new people	16	34	50
To make money	7	8	85

Most of these motives suggest that the young people most off all need interactive communication, want to share their experience and keep u dialogue. In a few yeares' time these people will be setting up their own families, at present we do not really know what these families will look. All we are left with is the analisis of the family communication style change which is taking place now.

The same researches indicate that the American families with children have a greater number of mobile phones and computers with the Internet access than the child-less couples. In a marriage there are two relations coordinating their life, in a family with two children there are as many as twelve such realtions. 84% of American families have more than just one mobile phone, 47% more than three and 22% have four mobiles. The children aged 7-17 more often use the Internet (84%) than the mobile phone (57%). All in all, 44% marriages with the children aged 7-17 have a father, a mother and a child who use mobile phones. In the case of the Internet it is 65%. More detailed research analisis is presented in the Table 3.

Table 3. Source: *Pew Internet & American Life Project Networked Family Survey*,
Dec. 13, 2007-Jan. 13, 2008;
http://www.pewinternet.org/pdfs/PIP_Generations_2009.pdf

Household Types and Technologies Ownership					
	All adults %	Married couple, with child %	Married couple, no child %	Single Parent %	Singles %
2+ televisions	83	88	86	82%	65
Internet household	77	94	79	87	44
2+ home computer	39	58	39	32	–
2+ cell phone in home	59	89	69	58	–
Have a social network site profil	19	18	9	31	7
Send text messages	40	53	28	61	22

The interactivity provoked by the Y generation influences not only the communication pattern within the family. The experience and dialogue, which are the basis of the active learning, are also the basis of the interpersonal relationship within and outside the *Networked Family.* There is a living social space, where the family relations, friendships, neighborhood relations are developed and new relations created.

And interesting and the same time a positive fact is that the families with the access to the new technologies spend less time watching TV. Television is an important medium, but the internet becomes even more important, especially for the youth form Y generation (Table 4).

Table 4. Source: *Pew Internet & American Life Project Networked Family Survey*,
Dec. 13, 2007-Jan. 13, 2008;
http://www.pewinternet.org/pdfs/PIP_Networked_Family.pdf

Young Adults: Less TV, More Internet		
	Watch TV almost every day	Internet has decreased time spent watching TV
All adults	74%	25%
18-29 years old	58%	29%
30-49 years old	72%	27%
50-64 years old	80%	22%
Age 65+	89%	12%

Interesting results are related to the Interent use, 47% of parents who use the Internet declare that they often surf the net together with their children, 35% do it occassionally. In the houses where there are more than just one computer, using the Internet together is more frequent, which is shown in the Table 5.

Table 5. Source: *Pew Internet & American Life Project Networked Family Survey*,
Dec. 13, 2007-Jan. 13, 2008;
http://www.pewinternet.org/pdfs/PIP_Networked_Family.pdf

	Families Going Online Together				
	Those with multiple computer are more likely to go online with others				
	Every day	Almost every day	A few Times a week	Less often	Never
All Home Internet users who live with a spouse/child	13%	9%	30%	34%	13%
One computer in household	10	8	30	35	17
Two computer in household	15	6	36	31	11
Three computer in household	15	14	25	35	12

Present day technologies are the new form of communication of the family community: they are used to coordiante particular members' lives, to appoint some undertakings done together, to take care of the children, often "hello type" of contact, to stay in touch with the frinds, with the childrens' peers' parrents.

Interactive greetings, remembrance manifestations, daily plan coordination depend on the new media in the family home, which is shown in the Table 6.

Table 6. Source: *Pew Internet & American Life Project Networked Family Survey*,
Dec. 13, 2007-Jan. 13, 2008;
http://www.pewinternet.org/pdfs/PIPNetworkedFamily.pdf

	New Technologies and Spousal Communications			
	% of those who are married who contact their spouse once a day or more when they are not with their spouse			
	Both own cell phone	One Or neither own cell phone	Both go online	One Or neither go online
Just say hello and chat	70%	54%	68%	59%
Coordinate daily schedules	64	47	65	47
Plan future events	19	17	17	20
Discuss import ant matters	38	36	39	34

CONCLUSIONS

The people who are willing to be in a community, more or less consciously tend to strive for this community. The basic way of human nature realization is the marriage and the family. On the one hand, the present day reality is the cause of a short or long term separation from the family relations, on the other hand the same realities aided by the technological advancements help to build (network) these relations. The new technologies, with the Internet and the mobile phone, create a more interactive, open, brave, global reality. They are a chance but also bring about some threats, perceived by the generation, who remembers the times when there was no Internet. The new generation, called the Y Generation seems to take these threats into consideration and introduce the order into their parents' and grandparents' reality. The life style and above all the communication style make them different from the previous generations, but does not separate them from these generations, which can be seen in „*new connectedness*" in the families they come from and live in.

This new connectedness seems to refer to the past. Thanks to the new media there is a perspective of reconstruction of the interpersonal communication meaning as a primary, basic phenomenon in human development. It may be the return to the role set by the XVI century term *communicare* – community creation.
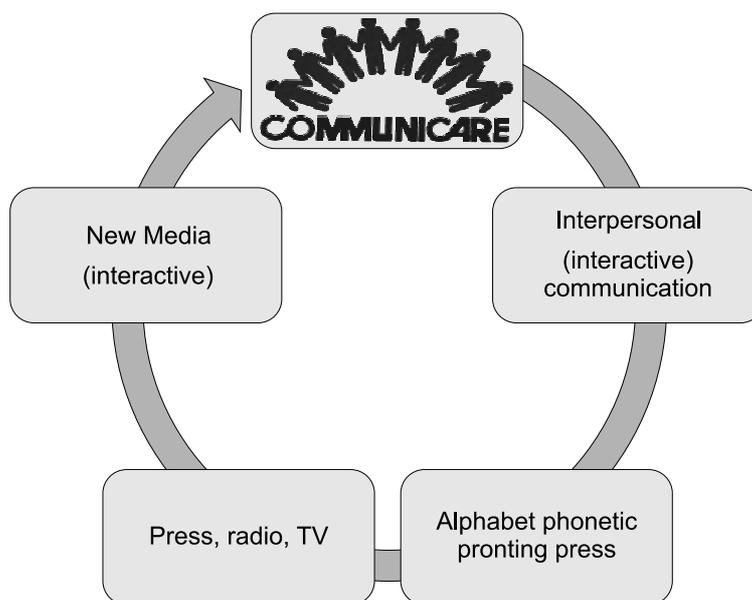

Figure 9. Historical circle of communication

The active learning presence in families based on the dialogue with the use of new media will bear fruit in one more advantage – continuous self development of the adults (lifelong learning, self-education learning). The Y Generation may also be associated with spiritual changes and moral changes in today's global world. It has been penetrated with the John Paul II's spirit and teaching. This generation stands a great chance to lead the interpersonal and media communication to what was described in the pastoral instruction *Communio et progressio*: namely to the progress and union in the community of people[11].

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[11] See Pastoral Instruction „*Communio et progressio*" on the Means of Social Communication Written by Order of the Second Vatican Council May 23, 1971; See J. J ę - c z e ń, *Family in Mass Media World*, [in:] *Człowiek – kultura – rodzina a Internet*, Ed.

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AKTYWNE NAUCZANIE W SŁUŻBIE RODZINIE

S t r e s z c z e n i e

Nowe media, ukształtowane przez człowieka, teraz kształtują jego samego. Internet kształtuje aktywne nauczanie (w obszarze nauczania) i nowy styl komunikowania w ogóle (w obszarze kultury życia). Interesująca jest także inna relacja, jaka zachodzi pomiędzy aktywnym nauczaniem a interaktywnością. Nauczanie jest częścią stylu życia człowieka, częścią kultury. Zatem aktywne nauczanie zawiera się w interaktywnym stylu życia, zwłaszcza młodego pokolenia, określanego mianem generacji Y. Interaktywność wpływa na aktywne nauczanie i jedno-

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R. Podpora, Lublin: Gaudium 2007, p. 130-145; See J. J ę c z e ń, *Nowe media – nowa perspektywa oglądu człowieka i rodziny*, [in:] *Rodzina wobec współczesnych wyzwań społeczno--kulturowych*, Eds. J. Gorbaniuk, B. Parysiewicz, Lublin: Wydawnictwo KUL 2009, p. 53-54.

cześnie aktywne nauczanie wymusza niejako na stylu życia człowieka nowe zastosowania inte-raktywności w konkretnych metodach i sposobach docierania do młodego człowieka.

Aktywne nauczanie musi być zatem częścią stylu życia każdej rodziny, w której są dzieci. To nauczanie prowadzi do większej interaktywności pomiędzy członkami rodziny, tym samym do skutecznego porozumiewania się między rodzicami a dziećmi, inaczej: między pokoleniem Boomers (dziadkowie) i Generation X (rodzice) a Generation Y. Prowadzi do zaistnienia w rodzinie tych komponentów, które stanowią o aktywnym nauczaniu: wymiana doświadczeń i dialog. Aktywne nauczanie zmienia relacje pomiędzy członkami rodziny, tym samym zmienia współczesną rodzinę.

Słowa kluczowe: aktywne nauczanie, nowa komunikacja, rodzina, generacja Y.

Key words: active learning, new communication, family, generation Y.