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The Connected Generation

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THECONNECTEDGENERATION

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The Connected Generation

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I. Introduction

It is a well shared idea and almost a prejudice that there are more elder persons on the planet, and less young generations. On the contrary, youth is growing, especially in emerging countries, and education is a test for us. In our societies, teens have changed, and we must provide them the education adapted to their uses. This new school will be under investigation by the aim it supposes and the means it must be given.

II. Teenagers and Adults: not in the Same World

a) A In a connected/ disconnected world

In our societies, it is an evidence that between teenagers and adults exist a big separation; we say "big", but it can be called "enormous"" in some cases. The case of the elder person, facing a young one, is emblematic. Even if we can note that since Plato, the senior speak out against the so-called "disrespect" of the young, now the misunderstanding is at its higher degree. The media have a great part of responsibility in this false representation .As teenagers like to be connected in the same network, go together to the same shows, wear the same sportswear, have the same tablet, the "tribe" Phenomenon is regularly shown on TV as a "gang" factor, and is generating anxiety towards the elder or the poorer, in suburbs.

Concerning parents, they use sometimes the same tools than their sons or daughters, but it's only in the appearance; the fact to possess a tablet or to wear in a fashionable way does not make you a teen, with the supposed connection.

Faraway from it, it is the mind which understands or not students and what they want.

In a more global way, It is a common view, and almost a prejudice, that the population will be soon lacking, because there are no enough young people to renew the generations.

b) B "Grapes of Youth "

On the contrary, according to the data of the UNESCO, youth is growing is some continents, not the richest. Africa, Asia, India, is giving birth to the generation of the 21th Century. It is in this perspective that the organism produced its report on the 21th Century Education, and what this one would be.

Thinking global is a necessity in this context. In these countries, some children will have to learn first to read and write, but also to study emergency know ledges; of course, most of these nations suffer actually of wars or natural disasters, and the youngest, children and teenagers cannot, due to this situation, have a sufficient access to school: an eager problem is the refugees; in Syria, in Turkey, in Lebanon, refugee teenagers and children become students with many difficulties.

Even in "normal" situations", the main obstacles to the access to school are: the gender gap, the economical context, child marriage for girls, and soldiers' children for boys.

In the richest nations, the in adaptation of the actual high schools produces a high rate of unemployment, as illustrates

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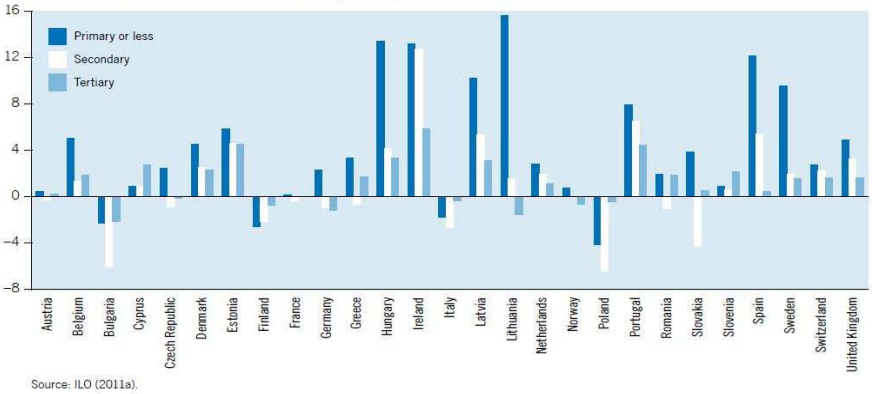
Figure 9. Changes in unemployment rates by educational level, selected developed economies, 2000-10 (percentage points)



Source: ILO (2011a).

Figure 1



Figure 2

The analyze of figure 1, provided by the OECD, demonstrates that this high rate of joblessness in European or North American countries is due to the lack of adaptation between the school and the market work exigencies.

So , we have in one hand an access to school which is denied to some part of the youth (especially girls in MENA territories) , and on the other hand a system which in many cases let the young without an activity.

In both circumstances, precariousness and illiteracy are the fruit of this state of affairs.

III. A Broken System

In the post-agenda 2015 of the UNICEF, are defined the aims and principles of a good education for the 21th Century. In the My World Survey, Education was cited as the first priority of the new Century; in this the role of the teacher is fundamental; he must develop the skills of the students to make them able to the labor market, and creative, both:

Teachers

Effective systems for assessing learning can improve students' learning achievements, and the discussions included contributions on pedagogy. Various "inputs" and "recommended" teaching methods that are process oriented, with a focus on collaborative learning and the development of critical thinking.

The consultations highlighted teachers' central role in ensuring good-quality education and learning.

Teachers' qualifications, competence, commitment and motivation to deliver quality education are central in achieving any goal related to education. Several inputs mentioned teacher shortages at such

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levels as ECCE and secondary education. The contributions also underscored the following essentials for supporting teachers' effectiveness:

- Good conditions of employment, including duration of contracts and salaries, and prospects for career progression and promotion.
- Good conditions in the work environment, based on creating school contexts that are conducive to teaching.
- High-quality pre- and in-service training for teachers, based on respect for human rights and the principles of inclusive education.
- Effective management, including teacher recruitment and deployment.

The International Labour Organization stated that teachers are "key partners in designing performance appraisal systems that can capture quality teaching and progress towards learning outcomes." Several inputs accentuated that teachers should participate in national policy dialogue and in determining their conditions of service, as well as in defining appraisal and performance systems.

A focus on quality and learning implies changes to how teachers assess learning and the skills that students require. Several inputs point out to the need to support teachers to use assessment for improving learning. In this respect, contributions cautioned against anarrow view of assessment that could potentially encourage 'teaching to the test'. Contributions also mentioned that learner-centered teaching should involve learners as active agents in the learning process (UNICEF).

A true dialogue is the first mean: I experiment myself in my practice, it's very efficient. As the A –level exam is soon, I have realized many students didn't understand the technique of a philosophy analyze text Why? Because, they've had magisterial lessons about it; but they never explained a single one. Their own participation is reduced to nothing.

Recently, I made them understand this method by the discussion of the Calicles discourse in a Plato's dialogue. But they were active, they were the true learners; at the end of the hour, the technique was understood, and they were enabled to explicate another text on whatever issue.

Most of teachers are afraid of the internet, because their fear illegal downloads and the misuse of their own image by the teen's cellular's, transformed online. For this reason, the use of phones and tablets are forbidden in classrooms.

When they use online resources, they always have a look on what the students do, so that they don't play games, etc… They live in this adult's world we described upon. They don't belong to the digital generation, and their comportment in pedagogy is revelator of it. They don't have the master of the digital tool; the teens could easily be the teachers, and they the students, in this practice.

In the nowadays society, the internet is absolutely necessary in the labor market.

Another key is the practice of foreign languages; and the actual system is poor in this teaching. Many jobs need to speak at least two or three languages, marketing, tourism, research, journalism, and so on… But on the contrary the reforms of the syllabus tend, in many countries, to reduce the role of foreign languages. Actually, in France, German would be reduced to a quasi zero part.

It is absolutely contrary to the need of multiculturalism in the present society. In 2012, scholars from Kentucky and South Carolina wrote a research paper on the multiculturalism developed by the learning of new languages. It is worth to be cited, because now to get hired the young needs to master at least two cultures.

The level of proficiency that is the objective is: Investigation of Cultural Products & Practices (CPP) I can use my language skills to investigate the world beyond my immediate environment.

- Understanding of Cultural Perspectives (CP) I can use my language skills to recognize and understand others' ways of thinking as well as my own.
- Participation in Cultural Interaction (CIA) I can use my language skills and cultural understanding to interact in a cultural context other than my own.("The Language Educator")

IV. Conclusion

My own experience as a teacher and the reports I quoted tend in the same direction: the new school, the 21th Century school needs a strong participation of the teacher, an implication of the student in the daily activities; and, moreover, an adaptation to the reality of the present: the internet can be a tool for learning, as demonstrates the development of MOOC. As teens are fan of it, and need to learn foreign languages, Skype, for example, can be explored in teaching, as it is used in the labor market. When the student leaves the class, he must be prepared to get hired; and he will need more and more qualifications. And, as teachers, we must remember: formation is never acquired for always. We also have to perfect ourselves.

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