Hiteq

Knowledge of today, knowledge for tomorrow

Imagine the world 10 or 20 years from today. What is important in the technical sector? How flexible is the job market? What about the situation in education? And social relationships? These are the kinds of questions that excite Hiteq. We consider it a challenge to select and expose knowledge together with the very best experts, whether this takes the form of advice, publications, workshops, brainstorming or a symposium. Hiteq focuses on creating future scenarios that provide insight into anticipated developments. In doing so, we explore all themes relevant to our sector: from technological innovations to social exclusion, from the student of the future to digital processes. This enables companies, educational institutes and intermediaries in the technology sector to prepare adequately for things to come, and to ensure that their strategic policy for educational programmes and occupations has a solid foundation.

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Typical secondary school students in the internet age

An umbrella publication of studies among general and vocational students and their parents

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Summary and Conclusions

Typical secondary school students in the internet age
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and their parents

During the period 2008 to 2010, Hiteq conducted three large-scale studies in
the Netherlands among students of lower vocational, intermediate vocational,
pre-professional and pre-university secondary education and two among parents[1]
of intermediate vocational and pre-professional and pre-university secondary
students. A total of 4,975 students and 1,513 parents were questioned as part
of the studies *Typical lower vocational education, Typical intermediate vocational
education, Parents@intermediate vocational education, Typical pre-professional
and pre-university secondary education* and *Parents@pre-professional and
pre-university secondary education.*

This publication provides an overall picture of the results of these Hiteq studies. It
includes a selection of topics from previous publications, supplemented by comparisons
among the various groups of students (lower vocational, intermediate vocational,
pre-professional and pre-university secondary) and the description of Generation
Einstein. This summary contains an overview of the most important conclusions.

If it were up to students how they would learn…
- they would be given more practical and varied assignments;
- they would prefer to try things out for themselves instead of reading instructions;
- the teacher would give them clear instructions (the necessary instructions differ
  for every educational level);
- visual information would be used more often;
- they would work in project groups more often and would be allowed more freedom.

When students need information...
- they Google it first. Pre-professional and pre-university secondary students in
  particular use the internet as a source of information, but are also critical about
  the reliability of the information online;
- they ask their parents, followed by teachers and friends;
- they also use information from TV news and the newspaper. Pre-professional and
  pre-university secondary students use these sources more often and have more faith
  in this information than do intermediate vocational and lower vocational students.

Students differ in the degree to which they…

- are able to translate the teaching materials into practice (lower vocational and intermediate vocational students have less difficulty with this than pre-professional and pre-university secondary students);
- place fragmented information in the greater whole (pre-university secondary students are more adept at this than the other groups of students);
- have difficulty reading (pre-university secondary students have less difficulty with this than the pre-professional secondary, intermediate vocational and lower vocational students, of whom 1 in 5 experiences problems);
- experience information overload (4 in 10 pre-professional and pre-university secondary and 5 in 10 intermediate vocational and lower vocational students experience this);
- are able to multitask (pre-professional and pre-university secondary students claim more often that they can chat, watch TV and/or listen to the radio while doing homework than lower vocational and intermediate vocational students, but also experience more often that they are quickly distracted or unable to concentrate as a result).

Relationship between educational level of the parent and educational level of the child – true ☑ /false ☒

- There is a clear link between the educational level of the parents and that of the child. ☑
- Students whose parents have a technical occupation are more likely to choose a technical study programme. ☑
- Contact with technology and technical occupations (such as through parents) is an important factor that contributes to choosing a technical study programme. ☒

Students consider a teacher to be a 'good teacher' if he or she...

- clearly explains the idea behind the assignment/topic;
- is a pleasant and approachable person who is interested in the student and understands the student's personality;
- has good pedagogical skills;
- has considerable professional and practical knowledge;
- has a good understanding of post-graduation options;
- can present the teaching material with enthusiasm and makes students enthusiastic as a result.

Students consider a workplace trainer (trainer at the practical training company) to be a 'good workplace trainer' if he or she…

- has considerable practical knowledge and shares this knowledge with the student (such as tips on how students can achieve the most in their future professional career);
- gives clear-cut assignments.

Students chose their current study programme because...

- they enjoy the field and have an aptitude for it and see broad post-graduation opportunities (pre-professional and pre-university secondary students);
- there is a good match between their personality, the job market perspectives are good, and because there are numerous post-graduation opportunities (lower vocational and intermediate vocational students).

Sources of information in choosing a study programme – true ☑ /false ☒

- Students turn primarily to teachers and counsellors for assistance.   ☑
- The most useful sources of information are open house days and parents/ guardians.   ☑
- Students are not satisfied with the quality of the information on the programmes found online (not good and/or not very useful).   ☑
- Parents are involved in their child's choice of study programme and consider themselves sufficiently qualified to give advice.   ☑
- Parents talk to those with an understanding of the opportunities on the job market for graduates of that study programme.   ☒

Future job and criteria for success

Student: *My opportunities in the job market are influenced more by my personality than by my knowledge, but I still have to learn a lot.*

	Parent	Student
In a future job, I feel that…	… job satisfaction, job security and well-being at work are most important for our child.	… earning lots of money (security), becoming very good in my field, considerable challenges, helping others and reaching the top are important.
A person is successful if he or she…	… stays true to him or herself, is honest and can personally decide what to do with his or her own life.	… stays true to him or herself, has a successful career, is honest, has a good relationship with family members, serves as an example for others and can personally decide what to do with his or her own life.
In the personal development…	… of my child, it is particularly important that he or she is happy, makes the most use of his or her talents and maintains a good relationship with family and friends.	… of myself, it is important to be there for friends and family, to stay true to myself, to be honest and to be a trustworthy person.

Online activities?

Students: *I am online often, but not always. I chat less than 10 hours a week and then usually with people I already know or with friends. I listen to music, search for information, watch TV shows, stay in touch with others through social media, game with others and I am often on YouTube, Google, Hyves and Wikipedia.*

Social involvement

- The majority of pre-professional and pre-university secondary students are interested in the news. This is more than among lower vocational and intermediate vocational students. This interest does not go hand in hand with engagement on a regular basis.
- Students are more interested in the problems in their own neighbourhood than in global issues.
- One-fifth of intermediate vocational and pre-professional and pre-university secondary students do volunteer work; lower vocational students do this to a far lesser degree.

Student networks: horizontal or vertical?

- Pre-professional and pre-university secondary students have access to more networks than do lower vocational and intermediate vocational students.
- Students primarily organise their networks horizontally and the networks are based on shared socio-demographic characteristics.
- There are signs of diversity in the networks, but a vertical network organisation is not (yet) apparent. Pre-professional and pre-university secondary students show more signs of vertical networking than do lower vocational students, but less than intermediate vocational students in some aspects.

Comparison to Generation Einstein (those born in or after 1988)

The students differ from the description of Generation Einstein in terms of:

- The need for instruction in learning;
- The importance attached to the role of the teacher as a knowledge expert;
- Less aptitude for multitasking;
- Less active (less often) online;
- The importance attached to good job market perspectives in choosing a study programme and the importance attached to future job security;
- The primarily horizontal instead of vertical networks in which they participate.

The students are similar the description of Generation Einstein in terms of:

- A need for visual information and variety in the lessons;
- Attaching greater importance to personality before knowledge;
- The degree to which they want to keep their options open when choosing a study programme;
- Attaching greater importance to family and friends;
- The importance they attach to honesty, reliability and authenticity.

Based on these results we feel that the average secondary school student in the Netherlands does not fit the description of the Einstein Generation, although the higher the education level, in general the more closer the fit.

Colophon

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