ABSTRACT

Technology changes every aspect of life while also shaping the generations in parallel. The features of the generation which is named as Net Gen or Millenium Learner are described by various authors. When these descriptions are examined, the generally accepted feature is that individuals born after 1980 are described as Net Gener and individuals who grew up mostly with technological devices are accepted as Net Gener as well. Net Gener are not only described as the individuals who grow with the technology and are able to use the technology ingeniously. At the same time, they are considered as the individuals who transfer the knowledge, notions and skills they gain from the technological devices into their daily lives. Tapscott talks about 8 different features of Net Geners. An assessment tool that is based on the Net Gen features defined by Tapscott will be developed in the scope of this research. The assessment tool will be applied to the prospective teachers who will begin their teaching career within the next 10 years and are considered to have the Net Gen features themselves. This study will be carried out as a qualitative method phenomenological study. The data collected within the scope of the research will be analyzed in the computer environment and to what extent the prospective teachers have the Net Gen features defined by Tapscott were identified.

KEYWORDS: Digital literacy, Digital natives, Digital technology, Net generations

INTRODUCTION

The society of ours in this day and age is often considered as the post-modern society or society of information with the aim of differentiating it from the previous fabrics Székely, Nagy (2011). The transformation underwent in the society has facilitated innovations in both the daily and the educational lives of individuals. It can be seen that the features suit well with the technologies of information that raise mobility, 24/7 accessibility of themselves, and their value as a tool for communication Ras, Rech (2009). With the help of the mobile devices individuals have internet connection twenty-four-seven. By this way, they can always establish connection with information sources and the society. The ability of the ones who have been born in the digital technology era, especially in mobile phone and social media technology, means that they have a particular digital literacy. They have the ability to utilize the desktop computers, laptops and mobile technologies such as mobile/smart phones, iPods, MP3/4 players and tablets with the aim of texting, obtaining information, searching for information on the internet, and downloading videos and music files (Ng,2012).

Technology and computing machines have changed the nature of present descendants of lives of fellow countrymen (Wang, Hsu, Campbell, Coster, Longhurst, 2014). Changes of
the individuals can be observed from the preferences of their receiving information to the preferences of their interfamilial communication. There are a certain number of competing terms that assert to specify a descendant of young ones who are currently starting their university education all across the globe (Jones, Ramanau, Cross, Healing, 2010). When it is considered in the conditions of our time, these individuals have graduated from the university and taken a step on business life. This descendant has been nomenclature as Digital Natives, Millenials, or Net Generation (Margaryan, Littlejohn, Vojt, 2011). No matter how it is named, the literature indicates that that generation turn to account the technology differently, their lifestyle is different, and their cognitive skills are different.

Widespread observations which are about the Digital Natives and Net Generations oftimes pioneer to the thesis that their way of learning and thinking is different from the old age population (So, Choi, Lim, Xiong, 2012). Differentiation of a teaching process of a generation that thinks and learns differently is inevitable. Education of these teacher candidates whose students are Net Gen like them becomes more of an issue. Nevertheless, the digital native matter has been discussed for more than ten years, it has not been entirely clear who they are because of the lack of experimental assistance (Akçayır, Dündar, Akçayır, 2016). Cognitive studies on the point of characterizing the Net Gens and reviewing studies oriented with the skills of individuals who are claimed to be Net Gen take place in the literature (Leung, 2003, Prensky, 2001). Not only their age, digital natives also cast in the same qualities and experiences in the relation with how they interact with technics, knowledge, one another, other mankind, and institutions (Teo, 2013). Young generation’s new teachers are thought that digital natives who are considered that they have experienced an array of digital technologies throughout their lives (Orlando, Attard, 2016). Teacher candidates can be defined as Net Gen according to the common belief in the literature. Another characteristic of these teacher candidates is that they are going to raise a generation that has the characteristics of Net Gen. Training these teacher candidates by taking these characteristics and the settings in which the next generations will be educated into consideration provides raising the next generations better. As Ras, Rech (2009) indicates, they define technology very distinctly and position it into their lives. A world without their mobile phones, laptops, and internet access is undreamed for Net Gens. These technologies are indigenized by this descendants and alongside the way of their communication, they form the way of using and accessing the information (Ras, Rech, 2009). The characteristics of Net Gens in social context are lined up by Tapscott (1999) and Ras, Rech like this:

1. **Freedom**: Net Gener go for freedom in all steps of the lives of them and all opportunities they find
2. **Customization**: Net Geners desire for resuming the personalization operation they notice on the computer and web setting in all aspects of their world
3. **Scrutiny**: Net Geners put to use scrutiny in the levels of their vitas to look for the true information
4. **Integrity**: Net Geners usually have a holistic perspective. They think that the online stores and download web-sites are the whole. They act in compliance with the sense at which they see
5. **Collaboration**: Net Geners want to collaborate in all activities with the possibilities that the technology bring
6. **Entertainment**: Net Geners, while ready for multitask, also leave the amusement continuums behind in their minds in whatever they do
7. **Speed**: Net Geners make the “fast” access to knowledge that they obtain from the web general in all aspects of the lives of them and they would like to end up everything they do in vita in a quick way.

8. **Innovation**: Net Geners that are born and brought up in the time in which the speed of the emerging of changes and the expansion of it is at the culminating levels desire for seeing new change all moments in the daily lives of them.

9. **Digitally literate**: after it has developed with extensive accessing to technology, the Net Generation can intuitively put a range of knowledge technology tools to use as good as the Web.

10. **Connected** as long as they’ve been alive, the world has been a connected place, and more than any preceding generation they have seized on the potential of networked media.

11. **Immediate**: the Net Generation is rapid and focuses more on rapines than on preciseness.

12. **Experimental**: most Net Generation students go for learning by doing rather by being said what to do.

13. **Communicative**: the Net Generation is quite communicational as they like mutual effect and cooperation.

14. **Personalized**: the Net Generation learners request customized services on the one hand and like to customize their setting by favor of a eligible set of choices on the other hand (for example, in accordance with the interest, respective aims, or preferential rights like represenmtion of contents, the required way of navigating through the education context, or the way of learning) a one-size-fit every education will not meet their personal preferential rights and requirements.

The different characteristics of Net Gens in the literature are that they are sociable and they like working in team and they are emboIded by information technology (Ras, Rech, 2009), most Net Gens possess desktop computer accessing, cell phone, laptop accessing, limitless internet connectivity (Jones, Ramanau, Cross, Healing, 2010), however they are not as different as they are expected to in cognitive and social context.

Phenomenological research, one of the qualitative research models, was selected as the research method for this research. Phenomenological research is a method aiming to determine people’s opinions and views about any phenomenon that they experience and their individual experiences. In phenomenology, foundational question is “What is the meaning, structure and essence of the existing experience of this phenomenon for this person or group of people” (Patton, 1990). Phenomology as a method looks at the lived experiences of those who have experienced a certain phenomenon (Lichtman, 2006). Todres (2005) and Daymon and Holloway (2002, 153) described phenomenological research through the following components:

- Researchers consciously suspend, or bracket, their own assumptions so they can see through the eyes of participants.
- Sample sizes are usually small.
- In phenomenological research, you try to make sense of a phenomenon according to participants’ own terms, identifying the essence or ‘real’ meaning of the phenomenon under investigation.
- The researcher gathers detailed concrete descriptions of specific experience.
• The researcher adopts the attitude of the phenomenological reduction in order to intuit the intelligibility of what is given in the experience
• The researcher seeks the most invariant meanings for a context

In this research, it is tried to be determined that whether the teacher candidates who are Net Generations and who will teach to Net Generation have the characteristics of Net Generations. With the aim of this, the characteristics of Net Generation specified by Tapscott (1999) have been used as base and how the teacher candidates identify the features of Net Generation has been tried to be examined. In order to collect the data of the research, the characteristics asserted by Tapscott (1999) have been used. With the help of these characteristics, a semi-structured interview form has been composed. That composed interview form has been sent to the teacher candidates via Google Forms. At the end of the data collection procedure, the data come from 63 teacher candidates have been subjected to be analyzed. A different question has been asked for each characteristic specified by Topscott (2009) and after explaining each characteristic, it has been in demand that teacher candidates exemplify from their daily lives or learning lives. Each question and related findings have been summarized in themes by putting the answers given by the teacher candidates through content analysis.

**Findings and Comments**

This section includes the findings and comments which have been found by analysing the research data. In Table 1, the themes related to questions which are asked to teacher candidates “How do you define freedom? How do you want to live the freedom in your daily life and in your future business life?” and the frequencies of the views of the teacher candidates are seen. When the themes have been analysed, the definition of the “freedom” provided by the teacher candidates have been gathered under two themes. These are independence and living as you like.

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>Independence</td>
<td>34</td>
</tr>
<tr>
<td>Living as you like</td>
<td>27</td>
</tr>
</tbody>
</table>

When the answers which have been provided by the teacher candidates have been inspected, some of the teacher candidates’ definitions were making decisions and applying them under no one’s influence in their daily lives and in their education lives. When the views which have been
provided by teacher candidates have been inspected under the theme of “independence”, there are some prominent views such as taking responsibilities the decisions they made, not effected by others’ views. The direct quotations are provided below which are related to the teacher candidates’ definitions of freedom as independence.

Freedom is the feeling of being independent of one’s feelings, thoughts, and behaviors. … is to express your ideas without hesitation and without fear. Freedom is being able to criticize. … to be able to make decisions in any case without being under the restrictions of anyone. … For me the freedom is to be able to make and apply my decisions under the influence of nothing and no one. …

The other theme which is occurred by the definitions of the teacher candidates’ answers to the question of definition of freedom is “Living as you like”. When the views which were under the theme of living as you like have been evaluated, the prominent views were to do whatever one wants to do or to live as one likes, achieving their personal wishes. However, the teacher candidates emphasized that as one in the way of achieving his/her goal, he/she should not disturb or cause damage to the other people. The direct quotations are provided below which are related to the teacher candidates’ definitions of freedom as living as they like.

to do what someone wants to do and not to do what someone do not want to do. …
For me freedom is to live according my own rules without causing damage to anyone. …
to do what one wants to do without violating anyone’s rights. …
Freedom is one to live as he/she wants without harming anyone or without restricting someone else’s rights. …

Table 2
The themes related to question which is asked to teacher candidates “Do you privatize the area you are in?” and the frequencies of the views of the teacher candidates are seen. 4 themes have been uncloaked in accordance with the findings which are provided by teacher candidates. The findings and comments which are related to the question of “Do you privatize the area you are in? If the answer is yes, please exemplify.”

<table>
<thead>
<tr>
<th>Code</th>
<th>f</th>
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</thead>
<tbody>
<tr>
<td>Personal places – small</td>
<td>19</td>
</tr>
<tr>
<td>I do not</td>
<td>14</td>
</tr>
<tr>
<td>General places</td>
<td>12</td>
</tr>
<tr>
<td>Personal places - big</td>
<td>11</td>
</tr>
</tbody>
</table>
Within the context of privatization, prospective teachers have indicated that they privatize with small arrangements in the most personal environments where they live, study or work. They exemplified their point by stating that they place photographs where they live and design their desks as they like. The direct quotations are provided below which are related to the teacher candidates’ definition of their behaviors of privatization as small arrangements.

…even the places where I am going to live for short period of time, I decorate the place with the objects that are meaningful to me which express me. …

… I live some traces from me. …

In response to questions about whether teacher candidates do not customize the environments they are in, some of the teacher candidates stated that they do not privatize the places where they studying or working instead they try to fit in with the crowd. The direct quotations which are provided by the teacher candidates are given below.

… actually, it is not needed. …

… instead of privatize places, I try to fit in. …

Some of the prospective teachers have stated that they customize the social environments they are in, as well as organizing their personal environments. To exemplify their statements they stated that they arrange the common places in their dormitories and they arrange the objects’ places which are located in the places like canteen. The direct quotations which are provided by the teacher candidates are given below.

… I change the locations of the objects or I renew the objects which annoy me. …

… I try to prevent the situations which disturb me in the classroom. …

In the final theme the teacher candidates stated that they make big changes in their private places. The number of the teacher candidates' views gathered under this theme are rather less than the other themes. When the views of teacher candidates gathered under this theme have been inspected, they privatize the places in order to feel more comfortable. The direct quotations which are provided by the teacher candidates are given below.

… I can change the order of the desk I study, the house I live in, the room, the desk I sit to the direction how I feel good. …

… I do this in the direction of my own habits in terms of harmony and order.
The findings and comments related to the question: “Do you inspect the facts/incidents/files you encountered with in a detailed way? If you answer is yes, what are the reasons of this detailed inspection?”. 

<table>
<thead>
<tr>
<th>Code</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspect in a detailed way</td>
<td>48</td>
</tr>
<tr>
<td>Do not inspect in a detailed way</td>
<td>7</td>
</tr>
<tr>
<td>Personal events</td>
<td>4</td>
</tr>
</tbody>
</table>

The themes which have been created by the answers of the teacher candidates to the question whether they inspect the facts/incidents/files in a detailed way or not. A great majority of the candidates have stated that they inspect the facts/incidents/files in a detailed way, minority of the candidates have stated that they inspect them in a detailed way if they are personal. Teacher candidates have stated that they inspected the facts/incidents/files in a detailed way in case of they encounter with them again in their lives or even though they are not personal because they enter the candidates’ points of interest and they also stated that they inspected the facts/incidents and files in a detailed way in order to plan their next moves. Moreover, they stated that the candidates search the corporations and the people in a detailed way on the internet in order to make decisions about them and before communicating with these corporations or people they certainly review these information. The direct quotations which are provided by the teacher candidates are given below.

… of course I inspect the incidents that are going on in a detailed way if they are important for me. For the reasons let’s say I take my steps firmly. …

… in order to make a decision in a shorter period of time about what kind of road should I follow in case of facing a same kind of thing. …

Teacher candidates expressed that they do not examine the facts /incidents and files in detail because being an elaborator raise skepticism in the person’s life. In addition, they will do a detailed inspection if there is a point that they are suspicious about. The direct quotations which are provided by the teacher candidates are given below.

… I look at it with the corner of my eye and I make my own interpretation …

… elaborator people are good at to catch the small pieces in a whole, however sometimes they are so obsessed with the small details they cannot see the big Picture. …

… not too much …
The very small number of the candidates who participated in the research have claimed that they will inspect in a detailed way if the fact/incident or file is personal and they will look superficially to the other events. The direct quotations which are provided by the teacher candidates are given below.

... if it is a fact/incident/file under my responsibility or if it is about a person/object/situation then I will search it in a detailed way. ...
... if it is a fact/incident/file that effects me or grasps my attention, I will search it in a detailed way. ...

In table 4, the themes and the frequencies which have been obtained from the answers of the prospective teachers to the question whether the actions of a person/institution effects their other opinions towards that person/institution are given.

“Do the actions of a person/institution effect your other opinions about that person/institution? If your answer is yes, please exemplify.”

<table>
<thead>
<tr>
<th>Code</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effect</td>
<td>43</td>
</tr>
<tr>
<td>Do not effect</td>
<td>15</td>
</tr>
</tbody>
</table>

A great number of the prospective teachers have stated that the attitudes of a person/institution effect their opinions about that person/institution. The candidates have stated that they make judgements about a person/institution in the light of the information they gathered from the web sites of that person/institution or the information they gathered from their friends or acquaintances. Candidates indicated that the sensitiveness of the institutions towards environment and nature effect their opinions about institutions. The direct quotations which are provided by the teacher candidates are given below.

... before going to the institution where my job will be handled, I try to have prior knowledge by searching their websites and looking at the comments. ...
... if we evaluate it as a whole the contradictions we face effect our opinions negatively. ...

The teacher candidates who participated in the research claimed that the other moves of a person/institution cannot be generalized by one move of that person/institution. The direct quotations which are provided by the teacher candidates are given below.

... I do not know the purpose of the action. ...
... I do not approve to criticize other move due to one move. ...
“In which subjects can you cooperate with your friends? If your answer is yes please exemplify”.

<table>
<thead>
<tr>
<th>Code</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every subject</td>
<td>33</td>
</tr>
<tr>
<td>School subjects</td>
<td>24</td>
</tr>
</tbody>
</table>

The themes which have been created from the answers of the candidates to the question in which subjects they can cooperate are seen in table 5. The prospective teachers have indicated that they can cooperate nearly in any subject however the necessary environment should be created or they need people with whom they can work cooperatively, according to the teacher candidates. When the answers of the prospective teachers about the cooperation were analyzed in detail, it was determined that the candidates of the teachers were open to cooperation especially in the school subjects because of their continuing education life. There are also teacher candidates who indicated that they already cooperate and they can cooperate in subjects which are not included their education lives. The direct quotations which are provided by the teacher candidates are given below.

… I usually make my judgements being cooperative with people who are older than me. …
… usually we encounter with this in group projects. The group projects are the biggest example for this. …
… cooperation is crucial for me in situations such as learning, teaching and solving the incidents. …

Table 6
The findings and comments related to the question “Is there a need of a special place for entertainment? Can every environment be adapted for entertainment?”

<table>
<thead>
<tr>
<th>Code</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not needed every place is a place for entertainment</td>
<td>40</td>
</tr>
<tr>
<td>Can be adapted with person/people</td>
<td>9</td>
</tr>
<tr>
<td>A different environment is needed</td>
<td>8</td>
</tr>
<tr>
<td>Small modifications</td>
<td>3</td>
</tr>
</tbody>
</table>
The question “Is there a need of a special place for entertainment? Can every environment be adapted for entertainment?” is asked to the prospective teachers and the themes which are produced from the answers of the teacher candidates are provided in the table 6. A great number of the candidates have indicated that there is no need for a special environment to have fun people can have fun everywhere. However, teacher candidates have stated that for the fun to be realized, the person must be willing first, and secondly, the fun will be provided with friends. Teacher candidates specified that the environments can be transformed into a entertainment environment with small changes in the place other than the small modifications with the person/people. They stated that while making small modifications the limitations are the one’s own imagination. Part of the teacher candidates participated in the research stated that it is a special place for entertainment, that people have to feel comfortable to have fun and that certain conditions must be found for enjoyment.

The direct quotations from teacher candidates’ themes under the theme “Every environment is a entertainment environment”:

... there is no need for a place, space or some specific people to have fun. ...
... I do not think that there is a need for a special place to have fun. ...

The direct quotations from teacher candidates’ themes under the theme “Can be adapted with person/people”:

... every environment can be adapted for entertainment. I only need my beloved ones. ...
... I think the entertainment can be at everywhere unless there is a formal situation. ...

The direct quotations from teacher candidates’ themes under the theme “A different environment is needed”:

... of course there is a need for different environment. One can have fun more easily in the environment where he/she is comfortable. ...
... not every environment of course. Everything is good at its own place. There is a need for a environment. ...

The direct quotations from teacher candidates' themes under the theme “Small modifications”:

... no. What is essential is that we need to make the suitable according to our understanding of entertainment. ...
... If one wants even the most boring environment can be transformed in to a entertaining environment. It is unnecessary to spend money and time for extra materials for this. Very beautiful things can be produced with small things. Just let your imagination be limitless. ...
Table 7
The findings and comments related to the question “How do you explain your expectation of the speed (reaction speed) in interpersonal communication?”:

<table>
<thead>
<tr>
<th>Code</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fast (immediately)</td>
<td>32</td>
</tr>
<tr>
<td>Do not care</td>
<td>18</td>
</tr>
<tr>
<td>Depends on situation</td>
<td>8</td>
</tr>
<tr>
<td>Slow</td>
<td>3</td>
</tr>
</tbody>
</table>

The themes and the frequencies of the opinions gathered under the themes which have been created by the answers of the prospective teachers to questions they have been asked about in order to designate their expectation of speed during their communication have been given in the table 7. A great number of the candidates have expressed that they expect fast or immediate feedbacks during their interpersonal communications. They stated that from the answers which are not coming fast they feel like that message is bearing insincerity or the message is not being taken seriously by the other person. On the other hand, the fast answers completely reflect the one’s true opinion at that moment and they feel like they are considered important by the other person. When the answers have been inspected under the theme “do not care”, candidates stated that it is more satisfying to receive a message which shortly tells him/her I understand you completely instead of their reaction speed, during the communication. Besides, they specified that the clarity and the openness of the answers should be at the forefront other than the speed. When the opinions gathered under the subject depends on situation examined, they stated that the subject and the mood of the person who is spoken to are determining the speed of reaction other than reaction speed and clarity so, they will not fall into any expectations. The last theme which has been gained from the opinions of the candidates is that the reaction time should be slow in communication. Some of the candidates specified that the fast answers are insincere answers on the other hand the slow answers reflect the sincere feelings of the person who communicates. They also state that those who communicate for healthy communication need to understand each other very well and must respond after making sense of the messages in the communication process.

The direct quotations from teacher candidates’ themes under the theme “fast (immediate)”.

… I react normally to sudden reaction while communicating. The reactions which are late are artificial. ...
… if one is extending, that is, if one have a slow communication, it bores and distracts the other person. ...
The direct quotations from teacher candidates' themes under the theme “do not care”.

... I want to be given emotional reactions (happiness, sadness, anger, wrath, astonishment etc.) and I want this reaction to be very clear and understandable. ...
... the effectiveness and the density are more important to me than speed ...
The direct quotations from teacher candidates' themes under the theme "depends on situation".
... it depends on the seriousness of the situation. ...
... if I am communicating with someone, it develops in the natural period. I do not fall into expectation. ...
The direct quotations from teacher candidates' themes under the theme “slow”.
... should be slow, need to proceed slowly and firmly like a base of a building. Otherwise, it will not be durable. ...
... I am against to have a sincere talk with insincere people. Because of this reason, I prefer my communication slow. ...

Table 8
Findings and comments related to question “In which subjects do you think you are open to innovations. In which level of your life and how often do you want to see the innovations?”

<table>
<thead>
<tr>
<th>Code</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every subject</td>
<td>33</td>
</tr>
<tr>
<td>Science and technology</td>
<td>11</td>
</tr>
<tr>
<td>Education</td>
<td>9</td>
</tr>
<tr>
<td>Close to innovation</td>
<td>6</td>
</tr>
</tbody>
</table>

The themes and the frequencies of the opinions gathered under the themes which have been created by the answers of the questions the candidates have been asked in order to designate the fields which they open to innovation are given in table 8. The candidates who indicated that they are open to innovation in any kind of subject stated that innovations bring discrepancies to human life and discrepancies bring joy to life. Moreover, as the innovations provide professional and personal development, they expressed that they expect innovation in every subject. The theme which have been acquired from the opinions of the candidates and the second theme in the list is “science and technology”. Teacher candidates have indicated that they are open to scientific and technological innovations as a result of being educated and teachers’ mentions about scientific innovations and their reflection of the innovations to their classes. They also stated that they especially open to innovations in the field of science and technology by expressing innovations make their lives easier and learning the technological innovations give new pleasure to them. When the opinions of the teacher candidates evaluated under the education theme are examined, they stated that they are especially open to innovations in learning and they
are waiting curiously about the different teaching methods and techniques being used in their lessons. In addition they expressed that they can apply these techniques and methods in their future lives. Small number of candidates indicated that they are closed to the innovations and they do not like to change the situations.

The direct quotations from teacher candidates’ themes under the theme “every subject”.

… innovations are important for humans and human lives. A person lives accordingly to the changes that are happening in this life. …

… I am open to innovations in everything I think I can improve. …

The direct quotations from teacher candidates’ themes under the theme “science and technology”.

… I am open to innovation about technology. …

… I am open to innovation about technology and I think I need to learn. …

The direct quotations from teacher candidates’ themes under the theme “education”.

… I want to see the innovations about learning until middle age level. …

… I feel open to innovations from the angle of education. …

The direct quotations from teacher candidates’ themes under the theme “closed to innovation”.

… I do not like the innovations that much I need the order that I used to but sometimes innovation maybe good. …

… I do not like to add so much innovation to my life. …

RESULTS

The results of this study which aims the Net Gen characteristics of teacher candidates share similarity with Tapscott (2009). However, Kolikant (2010) state that on the contrary to the expectation of the literature, Net Gens are not focused on technology, they are focused on book and notebook. Thompson (2013) has indicated that it is monitored that there is an increase in the score of the individuals who overuse Communication Technology, Gaming, Microblogging, Active Web Reading and Writing, Multimedia Creation, and Collaborative Web Tool from Average Digital Characteristics.

Even though the teacher candidates identify their freedom differently, their understanding of freedom has occurred differently from the previous generations. The teacher candidates prefer to live however they wish without hurting other individuals in their environment.

In the light of the findings focusing on customization, most of the teacher candidates customize their environment to a large and small extent. It has been indicated that most of the teacher
candidates examine fact and incidents in a detailed way. Verčić & Verčić (2013) state that the social media is an important communication tool for Net Gens. Because social media tools are also customizable tools, the teacher candidates will attain a communication tool that they can both customize and search other people and institutions through social media by setting the social media tools to work.

It has been reached the end of that the teacher candidates generalize the behaviors of individuals and institutions. Because of that reason, it is required that the persons and institutions who will address to the teacher candidates should pay attention to the generalization properties of individuals about persons and institutions.

Because teacher candidates’ being open to cooperation, it is required that educational institutions that train teacher candidates set the environment and process that will provide making common cause with the teacher candidates to work (Ng, 2012). He has stated that online resources are used with the aim of socializing Net Gens. The teacher candidates can be encouraged to cooperate with the possibilities of cooperation that will be added to these tools.

It is identified that most of the teacher candidates see every environment as an entertainment environment. Thereby, the attention of the students can be drawn to educational environment by setting different applications to work in different educational environments. Bekebrede, Warmelink, Mayer (2011) state that gaming can be integrated to the educational environments however all Net Gens do not understand gaming positively. Thereby, before determining the activities which will be chosen, detailed studies should be studied on the teacher candidates.

It is concluded that the teacher candidates prefer using quick communication in communication. Thereby, the best way to keep the teacher candidates in education process is to be quick in the communication process that occurs with them. Jones, Ramanau, Cross, Healing (2010) have determined that the Net Gens are the active users of the technology. The speed expectation of the teacher candidates can be meet with the technologies which will be set to work in the communication process.

Another result of the study is that the teacher candidates are the individuals who are generally open to innovations. Educational institutions can keep the attention of the teacher candidates alive with the innovations that they have brought to the processes. Ras, Rech (2009) indicate that Net Gens unify the technology with the activities that they can integrate. The innovation expectations of the teacher candidates can be meet by questioning how the teacher candidates want to integrate which technology into which stage of the education process.


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