ASCILITE 2025

Future-Focused:

Educating in an Era of Continuous Change

Undergraduate 2030: Reimagining our higher education landscape for the epistemological and technological youthquakes of Generation Alpha

Peter Bryant

The University of Sydney Business School

Generation Alpha, born entirely in the 21st century, is set to transform higher education through their distinct behavioural, epistemological, and technological traits. This paper critically examines how their expectation that are shaped by personalisation, digital immersion, and non-linear knowledge acquisition, challenge traditional undergraduate education models. Drawing on an informed critique literature review, the study explores the implications of Generation Alpha's learning preferences and proposes a future-focused response through higher education learning design. The Adaptive Learning Ecosystem (ALE), developed at the University of Sydney Business School, is introduced as a model for reimagining curriculum, assessment, and student engagement. The model supports personalised, transdisciplinary, and socially connected learning, enabling students to navigate complex educational journeys with agency and purpose. The paper outlines three strategic horizons (program design, lifelong learning, and space spaces for innovation) through which higher education institutions can respond to the educational ambitions of Generation Alpha. We argue for a co-designed, human-centred approach to learning that prepares students not for today's technologies and crises, but for the unknown and *yet to be experienced* challenges of tomorrow. In doing so, universities can remain relevant, resilient, and impactful in an era of continuous change.

Keywords: Generation Alpha, higher education futures, digital pedagogy, curriculum innovation, co-design

Introduction

Generation Alpha is the first generation born entirely within the 21st century, with their members born post-2010, and representing the dominant generation in compulsory education (near 100% of primary school populations and around 50% of the high school population). By the end of 2025, they are expected to comprise nearly 2 billion people globally (Zlatanova-Pazheva, 2024). Generation Alpha will be the next generation to enter higher education, with their post-compulsory undergraduate study experience commencing in the next five years. Their generation will progressively become the dominant generation in university undergraduate and postgraduate programs (and the workforce) over the next three decades (Kohan, 2024; O'Farrell & Weaver, 2024).

The demographic, sociological and attitudinal distinctiveness of this generation is contested in the literature, both in terms of their difference in educational expectations from their predecessors (Millennials and Generation Z) and in relation to the critical importance of technology and technological and information literacy (Höfrová et al., 2024; Kirschner & De Bruyckere, 2017; Nagy & Kölcsey, 2017). There is an increasing body of evidence that points to stark differences between Millennials (the parents of Generation Alpha), Generation Z and their parents about the impact, value and influence their own university experience afforded them (Horowitz, 2018; Stahle, 2024). A recent report by found that 20% of Baby Boomers believed that their university experience was a waste of money, that number increases by approximately 10% with each successive generation, increasing to 51% for Generation Z respondents (Gafner, 2025). The rise of Generation Alpha as the future university undergraduate student pool poses significant risks of diminishing recruitment pipelines and employability value propositions. This risk will need to be reflected in and responded to through

curriculum design, teaching, learning and assessment and more widely within the student experience architecture that spans marketing through to alumni.

This article takes an *informed critique* approach (Wani, 2024), aggregating and critically summarising the academic, grey and professional literature and scholarship on the supply chain of future students and how they understand, value and enable their relationships to higher education throughout their *yet to be experienced* careers. We will articulate the behavioural, epistemological and pedagogical traits that will define how this generation will engage in learning, both formally at higher education institutions and through into their career journeys. Finally, we will propose a model of higher education delivery and engagement (informed by a series of experiments at the University of Sydney Business School) that integrates the types of learners transitioning into our programs with the capacities of our educators and the critical utility of a higher education experience to future career journeys and later engagement with postgraduate or lifelong learning.

Generation Alpha is coming

The demographic and socio-economic composition of this near-future post-compulsory student community intersects with technological, pedagogical, and governance challenges that will shape higher education institutions (HEIs) over the next two decades (Deloitte, 2024; Giroux & Frey, 2024). The financial stability and social license to operate of universities is frequently dependent on the design, provision and completion of programs for students entering post-compulsory education for the first time (undergraduate) and/or those returning to higher education to reskill or upskill (postgraduate programs and lifelong learning) (Marshman & Larkins, 2020; Pavlov & Katsamakas, 2020). There is significant empirical and anecdotal evidence that points to the dissonance between the expectations and priorities of Generation Alpha with the current operating model of higher education. Their attitudes to university education are potentially moderated by their millennial parents and their own experiences with, and decisions to participate in higher education (Dretsch, 2021; Jukic & Skojo, 2021). They demonstrate increased curiosity and individualism, while being shaped by global challenges and extensive exposure to AI and digital learning tools (Galea & Sayer, 2025). They have information search, aggregation and validation approaches arising from internet access from an early age (Arunasalam, 2024). In their study of middle school children and games-based learning, Abbasi et al., (2023) identified that Generation Alpha were demonstrated individualistic behaviours that were both deliberative and '…more curious, free from any rules, being more ill-tempered, more mobile and more self-centred than Generation Z' (p. 123). They expect personalisation in educational experiences and value autonomy in navigating their learning paths (Swargiary, 2024). This is partly influenced by the algorithmic customisation they encounter in digital platforms, which shapes their expectations of education as similarly responsive and adaptive (Höfrová et al., 2024).

Behaviourally, Generation Alpha have exhibited a pronounced preference in their early school years for interactive, gamified, and visually rich learning environments (Fernando & Premadasa, 2024). Whilst their status as natives in digital technology use is deeply contested (Pongrac et al., 2025; Radesky et al., 2015; Yadav, 2025), Generation Alpha are moving through their compulsory education experience in a highly digital environment, familiar with mobile devices, virtual assistants, and AI agents from a young age (McCrindle & Fell, 2021). There are potential impacts of this early technological immersion on attention spans, fragmentation of media literacy and a challenging of traditional long-form educational experiences (Bandara et al., 2024; Gourneau, 2025; Swargiary, 2024). The integration of generative AI tools into their school education is exponentially increasing, assisting with homework and research, potentially leading to behavioural changes such as impatience for answers, anxiety, and low self-esteem in problem-solving whilst also facilitating the development of more complex question and information seeking behaviours (for example, the engineering of prompts for generative AI) (Marimekala & Lamb, 2024).

Epistemically, Generation Alpha demonstrates a distinct orientation toward demand oriented knowledge acquisition and access (Miller, 2023). Unlike previous generations who relied on linear, text-based learning, Generation Alpha learners are accustomed to hyperlinked, non-linear information structures. This has cultivated a form of networked epistemology, where knowledge is constructed through rapid access to diverse sources, often mediated by algorithms and made more immediate and accessible through generative AI

(although marked by challenges of critical thinking and source evaluation (Jackaria et al., 2024). Pongrac et al., (2025) argues that this has resulted in less developed communication skills than previous generations and will require educational institutions to focus their curriculum on promoting, rewarding and improving these skills from the earliest stages of education.

It is predicted that one in two Generation Alphas will obtain a university degree, reflecting their ease of access to a massified higher educational system and the wider implications of government policy designed to encourage participation especially in countries like Australia, Ireland and the UK (Hannon, 2023; Ziatdinov & Cilliers, 2021). Generation Alpha is expected to thrive in higher education environments that heavily integrate technology including personalised digital learning, gamification, and virtual classrooms, many of which have defined and are increasingly present in their school experiences (Jukic & Skojo, 2021). The unknown question remains; what will constitute a higher education experience over the next two decades as this generation move into and through their university experience? At a curricular and assessment level, there will need to be a shift towards holistic education that not only focuses on academic knowledge but also on developing critical and impactful skills in digital citizenship and social responsibility (Blaj-Ward & Winter, 2019). Amongst what is arguably still a nascent and speculative literature canon, there remains an almost exclusive focus on Generation Alpha as screenagers or an entirely digital generation. The emergence of easily accessible generative AI technology and its embedding in both primary and secondary schools has amplified this perception. A deeper integration and reliance of generative AI creates challenges (undermines, de-prioritises) the human-centred traits critical to leveraging creativity and criticality to enhance the society they will inherit (Jackaria et al., 2024; Sugihyono, 2025). Coolsaet (2024) argues that the intersection of a more complex, inter-connected world and what they refer to as an 'elusive' career future creates opportunities for higher education to be co-created with Generation Alpha, noting:

> *…as Generation Alpha strides into a world characterized by elusive careers and multifaceted roles, the focus will pivot towards nurturing a skill set optimized for its distinctive affinity and grasp of technological advancements. The crucible of higher education thus metamorphoses into a crucible of co-creation—a sphere where Generation Alpha's innate potential converges harmoniously with the iterative rhythms of technological advancement, propelling them toward a future of innovation, adaptability, and unparalleled societal contribution. (p. 64)*

Generation Alpha and undergraduate programs in 2030

To enable the lofty ambitions of co-creation for a convergent, complex and technologically disrupted world, universities must rethink curriculum design to incorporate interdisciplinary learning, digital fluency, and soft skills such as adaptability, creativity and emotional intelligence. Generation Alpha is growing up amidst significant global challenges, including high rates of poverty, overpopulation, pollution, polarisation, global warming, and geopolitical conflict. These factors shape their social and psychological development, making them more aware of, increasingly politicised about and potentially deeply impacted by global and local issues from a younger age than previous generations (Aydemir, 2020).

The influence of social media and strong social connections enabled by them are seen as strengths in the education and employment markets for the future for Generation Alpha (Moravčíková, 2022). These factors can enhance the ability of potential students to network, market their ideas, and gain support for entrepreneurial activities (Ziatdinov & Cilliers, 2021). There is emerging evidence that the parents of Generation Alpha children (mainly Millennials) are educating them about the critical importance of a work-life balance and a strong attitude towards sustainability and social responsibility (Karatayev et al., 2024). Many millennial parents believe in making their children feel heard and validated, which can lead to Generation Alpha having a strong voice in the family, shaping family decisions on education, social action and location (C3 Team, 2024). Millennial parents are also encouraging their children to stand up for their beliefs and celebrate their individuality, whilst ensuring their safety online and in social and educational settings (Brain, 2022).

ASCILITE 2025

Future-Focused:

Educating in an Era of Continuous Change

The adaptive learning ecosystem (ALE)

Since 2018, the University of Sydney Business School has been experimenting at a program and unit of study level with disrupting the structure, rhythm and pathways of a traditional business education student experience. The intention of the project that threads together these experiments (called Connected Learning at Scale, see Bryant (2022) and Bryant, et al., (2025)) is to create multiple opportunities and spaces where knowledge and skills are shared by staff, students, the community, and the university, to engage in the making, leveraging and application of connections throughout their journey. No single connection is more valuable, more lasting, or more impactful. It is the social process of connecting that matters to student learning in a complex, multi-crisis world. It is the social process of being connected through the exploration of the challenges that shape our lives that matter. Developing *leaders for good* who value connection and collaboration matters, not just to the student but to employers, the community, and to society. The ambition of the Connected Learning at Scale project is to change education and the student experience in the Business School, incorporating all our programs, units, and students, to:

1. Move from the *coping with scale* model to a *designed for scale* approach.
2. Design and deliver an ecosystem of change that deploys 'a *many sizes fits many contexts'* strategic approach. We don't want 1000 students singing from the same hymn sheet, we want 1000 different songs.
3. Reimagine each aspect of the teaching, learning and assessment experience to embed connected learning natively *through the program*, and in the *higher -order qualities* acquired by students.
4. Make this change in a way that clearly engages and partners with students, industry, and academics in a *community of co-design.*

The Adaptive Learning Ecosystem is a representation of how the epistemological and pedagogical flows that emerged from the CLaS project define a reimagination of the epistemic and experiential structures enabling co-design and transformative learning for Generation Alpha. The ecosystem approach to designing higher education embraces the complexity of the experiences and traits that influence how people engage in learning. Learning ecosystems are complex and interactive networks of activity designed to engage the widest span of the cohort enabling personalised and agential navigation through the often scaffolded and constructively aligned rigour of an quality assured program or unit (Bryant, 2024). The adaptive learning ecosystem actively transitions learning away from singular, linear journeys towards more complex representations of the intersections impacting and shaping the lives of students and staff. It affords students the agency to use and apply knowledge and skills they have gained from across their education, from their work and life experiences and from their networks and communities to describe and share the liminality of their lives, to both navigate and lead others through rites of passage, to understand and solve critical challenges and to make a difference to their societies, cultures, and communities.

The model embraces the complexity of learning by supporting multiple pathways and paces through the learning experience at both program level and within units. It recognises that all the inputs (experience, skills, knowledge) and outputs (destinations, satisfaction, transformations) are not equal, and that each unique combination, mixed with a unique experience of learning, teaching and assessment results in something individual, not standardised, and metricised. The aims of the model are essentially transdisciplinary (critically important for Generation Alpha)**,** in that it engages learners with an understanding, interpretation or critique of the 'present world' and privileges the unity of knowledge to address critical educational and life-wide challenges. The ecosystem is critical because it creates connections, ensuring the actors (students and academics) who engage with the ecosystem leverage and benefit from the connections made through learning to do more than memorise and recite, but affect and interrogate how they engage in change, crisis, and innovation.

Bryant (2025) proposed three reimagination horizons for sector organisations, policy makers and HEIs to articulate plans to grow their markets, address the declines and slowing of demand in undergraduate and postgraduate recruitment and attract students to their programs and educational provision. These cover the

areas of program/course design (the product), lifelong learning (the student journey) and innovation (the people).

Horizon 1: Reimagine program/course design

Generation Alpha will likely expect highly personalised, technology-integrated learning environments based on their experiences in secondary school, influenced strongly by the pandemic (Pragholapati, 2021). Their higher education may blend traditional campuses with immersive digital experiences, adaptive learning platforms, and AI-assisted tutoring. Teaching methods will likely need to emphasise practical skills development, project-based learning, and real-time collaboration across global networks (Ziatdinov & Cilliers, 2021). Universities may need to adapt with shorter, more intensive programs and hybrid delivery models that accommodate different learning styles and work/life balances (Ahmed & Ahmad, 2023). The use of technology is not fixed in the platforms and applications they use now, rather in the literacies of discovering, challenging and sometimes breaking any new technology for the essentially human pursuits and objectives they aspire to apply to their lives (Jukic & Skojo, 2021). With the sometime Levantine governance and change management cycles of university curriculum, the focus for enacting pedagogical change should not be on the technologies of today, rather the capabilities to use the unknown technologies of tomorrow.

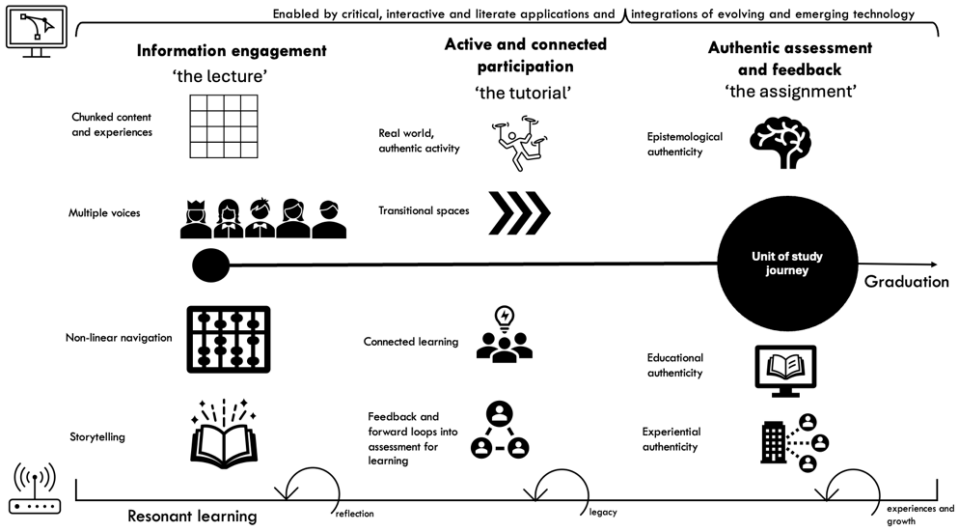

Figure 1: The adaptive learning ecosystem – unit/course journey

The ecosystem at a unit level (figure 1) is a complex, agential and epistemologically liminal space for Generation Alpha students to discover safe ways to enter the ecosystem (the unit content and activity) and safe spaces to land (the stories and experiences that are relevant to them). Being an ecosystem, whilst there are core nodes of activity within it, additional engagements and practices can be added or subtracted to facilitate cross-disciplinary provisions. It aligns with the expectations of less linear attention spans and fragmented engagement with content. Liminality is a critical aspect of this journey for Generation Alpha in that it reflects and articulates the transitions (technological, pedagogical and developmental) that define their journey from compulsory to university learning. The yet to be experienced crises and the yet to be deployed technology are ripe liminal spaces for sense and meaning making. The core elements of the adaptive learning ecosystem enable student agency and adaptable personalised engagement with the information that underpins the unit. Small chunked 'bits' of content replace the monolithic lecture, multiplied and magnified through bringing in a chorus of relevant and engaged stories from a community of storytellers (as opposed to the singular voice of the academic). For Generation Alpha this enables learning experiences such as discovery, aggregation and criticality. As students transition into small group learning (tutorials, seminars, workshops), the ecosystem model enables transitional approaches to learning, not inculcated in the abstract but not yet real and imbued with risk (Bryant, 2023a; Kisfalvi & Oliver, 2015). These activity-led journeys through transitional space offer authentic context, connected learning opportunities (facilitated by technology) and

critically feed forward to an authentic assessment structure that is equally enabled by critical literacies (technology, epistemic and experiential) (Bryant, 2023b).

Horizon 2: Reimagine lifelong learning

The assertions of individuality and creation of small, closed networks of knowledge and peers, along with the disaggregation of knowledge sources through social media highlight the importance of making the exposures of higher education and the experiences created matter. There is an increasing expectation for more flexible degree structures, micro-credentials, and continuous learning options (Bandara et al., 2024; Naude & Southerland, 2024). Increasingly, the sequencing of lifelong learning opportunities as occurring post undergraduate study is fracturing, with the deeper integration of informal learning, AI generated content and workplace learning supplementing and potentially replacing formal higher education. There is a need to reimagine what is taught in undergraduate programs to better align with the changing discovery, career and ambitions pathways of Generation Alpha, with emerging areas like creativity, technological fluency and sustainability seen as critical for future career satisfaction (Coolsaet, 2024; Luttrell & McGrath, 2021).

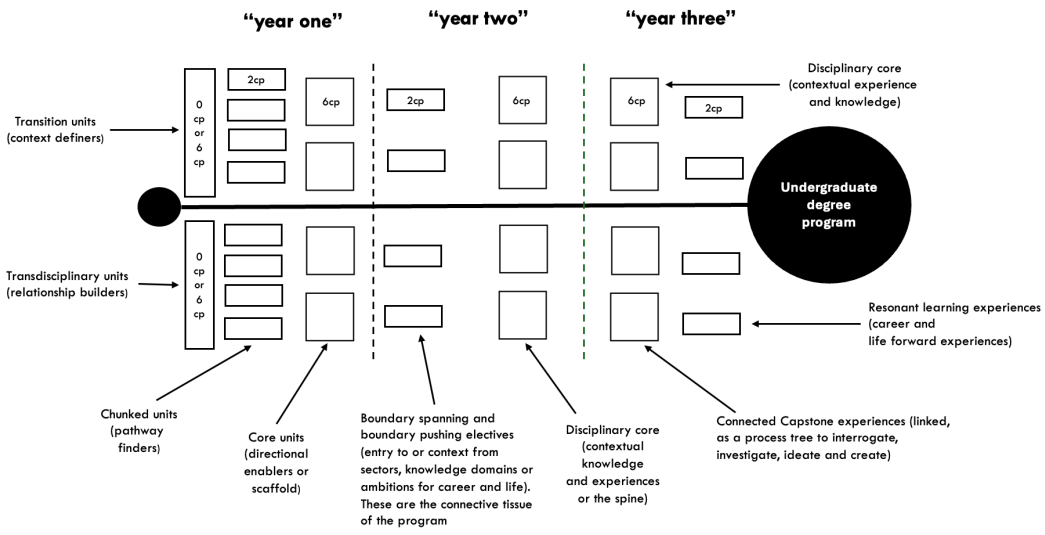

Figure 2: The adaptive learning ecosystem - program journey

At a program level, the ecosystem reimagines the program journey as non-linear and flexible to provide multiple pathways through the program experience enabling structured agency for Generation Alpha students (see figure 2). The ecosystem builds in the premises that students start their program (with context defining transition units to ease the dissonance between school and university and relationship builders to enable connections to form in fertile multidisciplinary ways) and end their program at the same places (with connected capstone experiences that integrate learning through the program in authentic ways and through resonant learning micro-experiences that are career and life forward in that Generation Alpha will deeply integrate their work, life and play with their learning, identifying the skills required for career ambition and momentum). In between, the adaptive learning ecosystem offers students agency through sequences of core units that build capacity in more traditional ways through the spine of the program (directional enablers that set the foundation of a major or specialisation and help students identify if this kind of learning resonates with their ambitions and expectations contextual knowledge that applies the increasing levels of epistemic fluency in the discipline to the challenges and crises shaping their lives).

The ecosystem deconstructs the rigidity of program progression by introducing chunked learning opportunities that enable the cohort to boundary span and extend their capabilities to engage with networks, build purposeful technological fluency and criticality and aggregate unique combinations of skills, knowledge and application to the highly personalised experiential journey they are taking. The rhizomatic engagement with

stories and perspectives and the creation and valuing of transition experiences support the resonant impact of the learning past the submission of the final assessment and into other units in the program and beyond into graduation and career.

Horizon 3: Reimagine spaces for innovation

There is an argument that universities need to engage in a radical co-design of the core experiences of university education experience to adapt and leverage the changing demographic, socio-economic and attitudinal characteristics of Generation Alpha. Any strategic re-design of undergraduate programs (in the first instance) will need to challenge, in a rigorous and evidenced way, every assumption of pedagogical practice, from the degrees and their structures to the ways universities engage in teaching, learning and assessment to the ways in which institutions credential and leverage reputation for recruitment. This is not an easy proposition to enable at an institutional level. It will require a whole of academy approach that empowers transdisciplinarity and practice sharing between institutions, students and industry to develop new third spaces of strategic innovation. It will require brave, engaged and trusting leadership that knows that change takes time and needs the support and resources to innovate. Safe spaces are required to succeed in innovation, change and most importantly agile and authentic co-design with past, current and future Generation Alpha students. Building these safe spaces engenders a culture of rewarding innovations that spark rhizomatic change, nurtures ecosystems of engagement and connection within the practices of teaching and learning and forms communities that evoke deep and authentic senses of belonging and resonant learning.

The network of experimental pedagogies and programs that informed the development of the adaptive learning ecosystem were actively and publicly supported by university and faculty leadership. Using a bespoke co-design change process (Huber et al., 2023) co-ordinators, students and alumni were supported to collectively enrich the units (and programs) with experiences, mediated risks and longitudinal measures of success. There is a privilege that comes from undertaking pedagogical change in safe spaces, and it would be remiss to not recognise and acknowledge the privilege within these experiments. This does not diminish their outcomes (as measured through extensive evaluative research projects, many of which are cited here). There were also significant staff training implications, spread across tutors and their co-ordinators as well as the upskilling of educational developers and learning designers.

Conclusion

From a technology standpoint, the epistemological stance of the adaptive learning ecosystem for Generation Alpha students is the development of critical literacies in how to apply technological capability to create better human experiences and ends. Their behavioural traits are not specifically enmeshed with current technology such as generative AI. To design their education in 2025 with the technology and technological specificities of today as the centrepiece of curriculum, teaching and assessment would be as Lodge (2025) notes '…preparing students for a paradigm that's already becoming obsolete'. Generation Alpha are inheriting a society rent with concurrent crises, almost exclusively not of their making. As they transition through a school education defined by the current obsessions with AI literacy and the predicted disruptive obsolescence of many of their future job roles, there is increasing evidence that they are collectively diminished in their capabilities to work and collaborate in groups and deploy the cognitive magnification of the collective to critical problems (Atchley et al., 2024). In both the popular education press and in the emerging literature, there have been assertions of the boundless possibilities of generative AI as the new form of collaborator to Generation Alpha students (Kovari, 2025). The technological and epistemological drive towards individualism, personalisation and exceptionalism that the adaptive learning ecosystem can enable is tempered by the engagement with connected learning. Through the considered application of collaboration and storytelling as modalities of meaning making (as opposed to AI generating meaning for the learner), Generation Alpha students entering into higher education will develop the capabilities to effectively leverage the differences and individuality of their peers, their connections and their friends to affect a greater good, a better outcome, an idea that no one individual could have ideated, to find solution to the crises, to invent the next big thing, to make the one change that shifts their lives a single degree or to collectively make the whole greater than the sum of its part by super-powering the differences and similarities in their group. This is the epistemological and technological

challenge universities face over the next five years - to redesign and reimagine an education that dismantles the hubris and hallucinations of an uncritical AI school education experience and builds critical technological and collaborative literacies for a resonant, humanised post-crisis future.

Reference list

Abbasi, A. Z., Azeem, S., Farooq, M. U., Hussain, K., Ting, D. H., Rehman, U., Griffiths, M. D., & Pakpour, A. H. (2023). Engagement in educational games and quality of life in early and middle childhood: evidence from a developing country. *Current Psychology*, *42*(22), 19386-19400. https://doi.org/10.1007/s12144-022-03558-1

Ahmed, A., & Ahmad, E. (2023). *The future of New Zealand tertiary education: Generation alpha*.

Arunasalam, M. (2024). Reaching and Teaching Generation Alpha. In T. Premalatha, K. Arunkumar, & S. Nithya (Eds.), *Changing Landscape of Education* (pp. 152-161). Shanlax Publications.

Atchley, P., Pannell, H., Wofford, K., Hopkins, M., & Atchley, R. A. (2024). Human and AI collaboration in the higher education environment: opportunities and concerns. *Cognitive research: principles and implications*, *9*(1), 20.

Aydemir, A. (2020). Teaching generation alpha. In N. Yurtseven (Ed.), *The Teacher of Generation Alpha* (pp. 33-41). Peter Lang. https://doi.org/10.3726/b16823

Bandara, K., Hettiwaththege, C. R., & Katukurunda, K. (2024). An Overview of Teaching Methods for Fostering Generation Alpha (Gen Alpha) Learning Process. *International Journal of Research Publication and Reviews*, *5*(8), 1446-1461. https://doi.org/10.55248/gengpi.5.0824.2115

Blaj-Ward, L., & Winter, K. (2019). Engaging students as digital citizens [Article]. *Higher Education Research and Development*, *38*(5), 879-892. https://doi.org/10.1080/07294360.2019.1607829

Brain, B. (2022). *Raising Gen Alpha: How millennial parenting is impacting the next generation*. Bdaily. Retrieved October 29th from https://bdaily.co.uk/articles/2023/02/28/raising-gen-alpha-how-millennial-parenting-is-impacting-the-next-generation-by-beano-brain#

Bryant, P. (2022). Transforming Business Education Through Connected Learning - Part 3. *Transforming Education and the Student Experience in Business*. https://cdrg.blog/2022/03/03/transforming-business-education-through-connected-learning-part-3/

Bryant, P. (2023a). Leaders for good in a post-crisis world: designing transdisciplinary and resonant leadership education programs in transitional spaces. European Academy of Management Conference (EURAM),

Bryant, P. (2023b). Navigating the dissonances of authenticity in assessment: (Re)defining authentic assessment in business education (part 3). *Disruptive Innovations in Business Education*. https://diberg.blog/2023/10/04/navigating-the-dissonances-of-authenticity-in-assessment-redefining-authentic-assessment-in-business-education-part-3/

Bryant, P. (2024). Learning design ecosystems thinking: defying the linear imperative and designing for higher education at-scale. *Journal of Work-Applied Management*, *16*(2), 283-291. https://doi.org/10.1108/JWAM-11-2023-0123

Bryant, P. (2025). *A Horizon-Scanning Report on the Changing Demographic and Pedagogical Profiles of Current and Emerging University Students and the Responses of the Global Higher Education Sector to the Generational Challenges.* (C. Cronin, Ed.). National Digital Leadership Network. https://doi.org/10.5281/zenodo.15359337

Bryant, P., Wilson, S., Huber, E., Cram, A., Menner, R., Norman, A., & Prieto Alvarez, C. (2025). *Connected Learning at Scale: Strategic Project Evaluation Report*.

C3 Team. (2024). *Meet Gen Alpha, Today's Generation of Kids*. C3 Brand Marketing. Retrieved October 29th from https://c3brandmarketing.com/2024/07/23/meet-gen-alpha-todays-generation-of-kids/

Coolsaet, D. (2024). The Impact of Technological Advancements on Higher Education: A Study of Generation Alpha's Educational Prospects. *International Journal Software Engineering and Computer Science (IJSECS)*, *4*(1), 58-67. https://doi.org/10.35870/ijsecs.v4i1.2147

Deloitte. (2024). *2024 Gen Z and Millennial Survey: Living and working with purpose in a transforming world*. https://www.deloitte.com/content/dam/assets-shared/docs/campaigns/2024/deloitte-2024-genz-millennial-survey.pdf?dlva=1

Dretsch, H. (2021). *Meet the Mini Millennials: Generation Alpha*. Poole College of Management. https://poole.ncsu.edu/thought-leadership/article/meet-the-mini-millennials-generation-alpha/

ASCILITE 2025

Future-Focused:

Educating in an Era of Continuous Change

Fernando, P. A., & Premadasa, H. S. (2024). Use of gamification and game-based learning in educating Generation Alpha. *Educational Technology & Society*, *27*(2), 114-132. https://doi.org/10.30191/ETS.202404_27(2).RP03

Gafner, J. (2025). *51% of Gen Z Views Their College Degree as a Waste of Money*. Indeed. Retrieved June 13th from https://www.indeed.com/career-advice/news/college-degree-value-generational-divide

Galea, E., & Sayer, O. (2025). *Generation Alpha in the Classroom: new approaches to learning*. Oxford University Press. https://doi.org/10.1111/ijal.12736

Giroux, A., & Frey, J. (2024). *Gen Z, Doom Spending, & Higher Education: How Colleges + Universities Can Stay Competitive*. Agital. Retrieved 5th October from https://agital.com/blog/gen-z-higher-education-expectation/

Gourneau, B. (2025). Teaching the Alpha Generation in Elementary Schools: Gaining Insight into Their Worlds. Society for Information Technology & Teacher Education International Conference,

Hannon, C. (2023). A Human Capability Perspective on the Progression of Low-SES Students to Higher Education in Ireland and the UK. *Education Sciences*, *13*(4), 409. https://doi.org/10.3390/educsci13040409

Höfrová, A., Balidemaj, V., & Small, M. A. (2024). A systematic literature review of education for Generation Alpha. *Discover Education*, *3*(1), 125. https://doi.org/10.1007/s44217-024-00218-3

Horowitz, J. (2018). Relative Education and the Advantage of a College Degree. *American Sociological Review*, *83*(4), 771-801. https://doi.org/10.1177/0003122418785371

Huber, E., Lê, N. C., Nguyen, T.-H., & Wall, T. (2023). Co-design for connected learning at scale: a cross-cultural review of guidance. *Higher Education, Skills and Work-based Learning*, *13*(6), 1318-1326.

Jackaria, P. M., Hajan, B. H., Mastul, A.-R. H., & Sali, F. Z. (2024). Generation AI in a Reimagined Classroom: Challenges, Opportunities and Implications to Education. In Z. Zaremohzzabieh, R. Abdullah, & S. Ahrari (Eds.), *Exploring Youth Studies in the Age of AI* (pp. 174-185). https://doi.org/10.4018/979-8-3693-3350-1.ch009

Jukic, R., & Skojo, T. (2021). The Educational Needs of the Alpha Generation. 2021 44th International Convention on Information, Communication and Electronic Technology, MIPRO 2021 - Proceedings,

Karatayev, D., Matyakubov, U., Mutaliyeva, L., Filimonau, V., & Ermolaev, V. A. (2024). Generation Alpha and family business: a perspective article. *Journal of Family Business Management*, *14*(5), 884-890. https://doi.org/10.1108/JFBM-10-2023-0259

Kirschner, P. A., & De Bruyckere, P. (2017). The myths of the digital native and the multitasker. *Teaching and Teacher education*, *67*, 135-142. https://doi.org/10.1016/j.tate.2017.06.001

Kisfalvi, V., & Oliver, D. (2015). Creating and Maintaining a Safe Space in Experiential Learning. *Journal of Management Education*, *39*(6), 713-740. https://doi.org/10.1177/1052562915574724

Kohan, S. E. (2024). *Generation Alpha Comes of Age in the Workforce*. Retrieved 9th June from https://therobinreport.com/generation-alpha-comes-of-age-in-the-workforce

Kovari, A. (2025). A systematic review of AI-powered collaborative learning in higher education: Trends and outcomes from the last decade. *Social Sciences & Humanities Open*, *11*, 101335. https://doi.org/10.1016/j.ssaho.2025.101335

Lodge, J., M. (2025). Why AI Literacy Will Go the Way of the Floppy Disk. *LinkedIn*. https://www.linkedin.com/pulse/why-ai-literacy-go-way-floppy-disk-jason-m-lodge-gg4yc/?trackingId=9ntpdbblTEq%2FlIOvrKBwag%3D%3D

Luttrell, R., & McGrath, K. (2021). *Gen Z: The superhero generation*. Rowman & Littlefield.

Marimekala, D., & Lamb, J. (2024). Impact of Generative AI Adoption in Academia and How it Influences Ethics, Cognitive Thinking and AI Singularity. 2024 IEEE Integrated STEM Education Conference, ISEC 2024,

Marshman, I., & Larkins, F. (2020). *Modelling individual Australian universities resilience in managing overseas student revenue losses from the COVID-19 pandemic*.

McCrindle, M., & Fell, A. (2021). *Generation Alpha: understanding our children and helping them thrive*. Hachette.

Miller, D. (2023). Embracing the technological metamorphosis: Envisioning higher education for generation alpha in a shifting educational landscape. *International Journal Software Engineering and Computer Science (IJSECS)*, *3*(2), 88-96. https://doi.org/10.35870/ijsecs.v3i2.1492

Moravčíková, E. (2022). The Contexts of Hyperconsumerist Culture and Social Media Platforms. *Media Literacy and Academic Research*, *5*(1), 141-160.

Nagy, Á., & Kölcsey, A. (2017). Generation alpha: Marketing or science. *Acta Educationis Generalis*, *7*(1), 107-115. https://doi.org/10.1515/atd-2017-0007

Naude, P., & Southerland, M. (2024). 2030: Future scenarios for learning and teaching models in higher education. *South African Journal of Higher Education*, *38*(3), 262-286. https://doi.org/10.20853/38-3-5974

O'Farrell, J., & Weaver, C. (2024). Technology and transformation: Redefining higher education for Generations Z and Alpha *[pre-print]*. https://doi.org/10.2139/ssrn.4833043

Pavlov, O. V., & Katsamakas, E. (2020). Will colleges survive the storm of declining enrollments? A computational model. *Plos one*, *15*(8), e0236872. https://doi.org/10.1371/journal.pone.0236872

Pongrac, D., Alić, M., & Cafuta, B. (2025). Digital Competences of Digital Natives: Measuring Skills in the Modern Technology Environment. Informatics,

Pragholapati, A. (2021). The Covid-19 Pandemic: Higher Education Generation Alpha 5.0. *Studies in Philosophy of Science and Education*, *2*(1), 1-2. https://doi.org/10.46627/sipose.v2i1.57

Radesky, J. S., Schumacher, J., & Zuckerman, B. (2015). Mobile and interactive media use by young children: the good, the bad, and the unknown. *Pediatrics*, *135*(1), 1-3. https://doi.org/10.1542/peds.2014-2251

Stahle, C. (2024). *Educational Requirements Are Gradually Disappearing From Job Postings*. Hiring Lab. Retrieved 13th June from https://www.hiringlab.org/2024/02/27/educational-requirements-job-postings/

Sugihyono, S. (2025). The Dark Side of AI in Indonesian Education: Understanding Its Impact on the Alpha Generation in the Era of Technological Development. *LITERACY: International Scientific Journals of Social, Education, Humanities*, *4*(1), 218-255. https://doi.org/10.56910/literacy.v4i1.2096

Swargiary, K. (2024). The Impact of Digital Learning Environments on Cognitive, Social, and Emotional Development in Generation Alpha Children: A Comparative Analysis. *SSRN Electronic Journal* https://doi.org/10.2139/ssrn.4904338.

Wani, S. A. (2024). Exploring the Problems of Research Methodology. In M. Rahman, G. Koolmon, S. I. Shaikh, & A. S. Munna (Eds.), *Optimizing Leadership and Governance in Higher Education* (pp. 87-110). IGI Global. https://doi.org/10.4018/979-8-3693-3534-5.ch005

Yadav, R. (2025). The Role of Technology in Shaping Generation Alpha's Environmental Values. In C. Seker (Ed.), *Generation Alpha and Next Generation Leadership for Greener Futures* (pp. 197-212). IGI Global. https://doi.org/10.4018/979-8-3693-9281-2.ch010

Ziatdinov, R., & Cilliers, J. (2021). Generation Alpha: Understanding the next cohort of university students. *European Journal of Contemporary Education*, *10*(3), 783-789.

Zlatanova-Pazheva, E. (2024). The digital generations Z and Alpha in Bulgaria. *The International Journal of Engineering and Science*, *13*(6), 136-141. https://doi.org/10.9790/1813-1306136141

Bryant, P. (2025). Undergraduate 2030: Reimagining our higher education landscape for the epistemological and technological youthquakes of Generation Alpha. In Barker, S., Kelly, S., McInnes, R., & Dinmore, S. (Eds.), *Future Focused: Educating in an era of continuous change*. Proceedings ASCILITE 2025. Adelaide (pp. 108-117). https:/doi.org/10.65106/apubs.2025.2631