**Post-Millennial Presentation**

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**Engaging Post-Millennial Students**

**Sessions Description:**
As we head toward the year 2020, it would seem that education has been repackaged to meet post-millennial students. This is not far from the truth. In fact the learning in most academic institutions have switched to preparing educators to teach in flipped classrooms, MOOC structures, and in online platforms. In this milieu of changes--both instructors and students, albeit post-millennials and other generations--are determining how to engage students online and offline through creation of social presence and relevance to education. This session will present factors in creating presence in the classroom to engage students, share a 12-tip handout on taking best practices for offline teaching and using it online, and recommend ways to teach and work within a changing academic teaching context.

**Factors in creating presence in classroom**

- Determine expectations for offline learning and include in syllabus (contract)
- Figure out your policy on managing teachable moments in ‘watercooler conversations’
- Establish a protocol about how to ‘show up and participate’ in forums, chatrooms etc.
- Outline a method for responding to questions (academic, personal, and life-long; mid-term check’ins)
- Determine a structure for giving feedback individually/private and as a class/publicly
- Understand technology and how to access (MOOCs, Movi, Adobe Connect, VoiceThread, etc.)

**Engaging the Student Community of Inquiry (CoI)**

1 Model [https://coi.athabascau.ca/](https://coi.athabascau.ca/)

**KEY IS COMMUNICATION**

- 3 Types of Presence: Social Presence, Cognitive Presence, Teaching Presence
- What you do?: Engage with students, content, and goals/direction

**Ways to teach and work within changing teaching contexts**

1. Structure syllabus in quarters
   a. Name each quarter based on learning expectations
   b. Organize an assessment product after each quarter –formative/summative
   c. Review the syllabus summary at the start of course link to objectives
2. Describe learning to take place in each quarter (e.g. scaffolded learning)
3. Teach using a skeleton approach with a “Feel, Think, Do” method of student engagement
4. Help students to grasp content to add to skeleton using a ‘Feel, Think, Do’ method of engagement.
   a. This method creates a real/simulated experience for students to connect to the lesson or FEEL what you want them to experience, then use the knowledge you want them to learn to THINK through the assignment/activity. Close the loop with a product they submit at the end of the quarter to DO what you have taught them.
5. Build in peer and instructor feedback time at the start of new chunks of information
6. Use technology to deliver content students will refer to numerous time (YouTube for APA e.g.)
7. Build in parameters for increased risk and new knowledge on a quarterly basis
8. Find measures to help students know they are growing in competence (Badges, Student of Week, etc.)
9. Infuse service learning (research suggests more in undergraduate than graduate courses).
10. Use technology ONLY to enhance learning otherwise it’s NOT Relevant.

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1 The Community of Inquiry (CoI) framework theory, methodology and instruments were developed during a Canadian Social Sciences and Humanities research funded project entitled “A Study of the Characteristics and Qualities of Text-Based Computer Conferencing for Educational Purposes” project, which ran from 1997 to 2001.

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