Teaching Millennia Students: Recognizing and Working with the Differences

Carolyn Gentle-Genitty, PhD
Indiana University School of Social Work
cgentleg@iupui.edu

2008
Indiana Association for Social Work Education
Presentation Outline

• Short Overview of Millennials
• Discussion of Mind Bins
• 20 min Group Exercise
• Discussion of Process
• Sharing a Framework for Recognizing the differences
• Comments & Closing
Millennials: Born 1980 – 2000
20 – 22yrs old

- Aim to please authority
- Want to be a part of decision making
- “praise for anything” (Hill, 2002, p.62)
- “any work handed in deserves a pass” (Hill, 2002, p.62)
- “…has to be immediately relevant to be important” (Sheahan, 2005, p.12)
- typically under-prepared
- Need specific directions
- exposed to vast information but not experienced to explore subjects in depth (Strauss & Howe, 2000)
Mind Bins

- Personal Values from *parents/experience/ “life”/ education*
- Work Experiences
- Interactions with professionals in professional settings
- Reading/Writing/Teaching
- All other that can be accounted for over our lifetime
Exercise: 20 mins Discussion
What we Gained

- Open discussion
- Report from Observers
- Thoughts you pulled out:
  - 1)
  - 2)
  - 3)
  - 4)
  - 5)
<table>
<thead>
<tr>
<th>Non-Traditional Learners</th>
<th>Millennia Students</th>
<th>Additional Needs for Millennia Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-Competitive/ Respectful Environment</strong></td>
<td><strong>Non-Competitive/ Safe / Collaborative Environment</strong></td>
<td></td>
</tr>
<tr>
<td>Experience</td>
<td>Exposure $\rightarrow$</td>
<td>Acknowledgement of “on the right track”</td>
</tr>
<tr>
<td>Discussion</td>
<td>Demonstration $\rightarrow$</td>
<td>Acknowledgement of “Correctness”</td>
</tr>
<tr>
<td>Incorporate Knowledge</td>
<td>Model Knowledge $\rightarrow$</td>
<td>Acknowledgement of “Understanding”</td>
</tr>
<tr>
<td>Self-Reward /Motivation</td>
<td>Practice Knowledge $\rightarrow$</td>
<td>Acknowledgement of “Relevance”</td>
</tr>
<tr>
<td></td>
<td>Assess Fit of Knowledge $\rightarrow$</td>
<td>Acknowledgement of “Acceptance”</td>
</tr>
<tr>
<td></td>
<td>If fit – Incorporate Knowledge or Abandon $\rightarrow$</td>
<td>Rewards (Grades/points/recognition)</td>
</tr>
<tr>
<td></td>
<td>Self-Reward/Motivation $\rightarrow$</td>
<td>‘Recognition Known’</td>
</tr>
</tbody>
</table>
Selected References


