Pew Study

SESSION GOALS
- Introductions
- Class Simulation
- Millennial Characteristics
- Teaching Strategies
- Dialogue and Closing

Crux of Presentation
- Use intro to identify who showed up
- Know the 4 generations and specialties
- Millennials have customized work
- Use connecting knowledge
- Let them know what they can change
- Give them control of what they can
- Share the work
- Use technology in and out of class including assignments/wikis, blogs for reflection (organizing for advocacy)
- Complement work with your expertise
- Minimize PowerPoint and use 1pg handouts of key points
- Structure class with time to know students: Create safe learning environment
- Establish clear expectations for all aspects of class (e.g. 12midnight and email responses)
- Review process of Office hours - Chat rooms
- Explain generation so students know how to work together
- Be stern with feedback but encourage questions

GENERAL ENGAGEMENT STRATEGIES
- All formal students need high expectations. - Mary C. D. Smith, 2011
- All informal students need high expectations. - Mary C. D. Smith, 2011
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PRESENTATION ON
Millennials

Characteristics of Millennials

- Newest and largest generation since the baby boomers, referred to Millennials/Gen Y/Net Generation, Nexters/Gen Yers (Coomes & DeBard, 2006; Werth & Werth, 2011).

Pew Study

What Makes Your Generation Unique?

1. Technology savvy (84%)
2. Multifaceted strengths (71%)
3. Communication skills (70%)
4. Creative (58%)
5. Confident (58%)

Research:

- Research and knowledge
- Critical thinking
- Independent learning

Crux of teaching Millennials

- Use technology
- Know their strengths
- Give them control
- Let them talk
- Give them freedom
ENGAGING MILLENNIALS:
A DISCUSSION ON MILLENNIALS

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Characteristics of Millennials

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• Millennials born after 1981 - began attending universities in 2000 (Cummings, 2007)
showed up today

Boomer (46-64)

Silent (65+)

Gen Y/Millennial (18-29)

WHAT GENERATION ARE YOU?

GenX (30-)

14 item Millennial Quiz:
http://pewresearch.org/millennials/quiz/intro.php

Boomerang child??
## What Makes Your Generation Unique?

- **Millennial**
  - Technology use (24%)
  - Music/Pop culture (11%)
  - Liberal/tolerant (7%)
  - Smarter (6%)
  - Clothes (5%)

- **Gen X**
  - Technology use (12%)
  - Work ethic (11%)
  - Conservative/Trad’l (7%)
  - Smarter (6%)
  - Respectful (5%)

- **Boomer**
  - Work ethic (17%)
  - Respectful (14%)
  - Values/Morals (8%)
  - “Baby Boomers” (6%)
  - Smarter (5%)

- **Silent**
  - WWII, Depression (14%)
  - Smarter (13%)
  - Honest (12%)
  - Work ethic (10%)
  - Values/Morals (10%)

Note: Based on respondents who said their generation was unique/distinct. Items represent individual, open-ended responses. Top five responses are shown for each age group. Sample sizes for sub-groups are as follows: Millennials, n=527; Gen X, n=173; Boomers, n=283; Silent, n=205.
COLLEGE CHARACTERISTICS

NEGATIVE
• Lack of professional boundaries
• Lack critical thinking skills
• Need immediate feedback
• Cannot individualize
• Bring a sense of entitlement
• Bring unrealistic expectations

• Parents are heavily involved in college decision making with their idea of a “how to guide to succeed” (Monaco & Martin, 2007, p. 42).
• Problem developing high level thinking skills -- critical thinking, introspection, and self-reflection
• Heavily dependent on technology
• Lack interpersonal skills -- face-to-face communication
(DiLullo, McGee, & Kriebel, 2011; Elam, Stratton, & Gibson, 2007; Monaco & Martin, 2007; Murray, 1997)

POSTIVE
• Feel they are special;
• Team oriented;
• Sheltered;
• Confident and highly optimistic;
• Pressured to succeed and participate;
• Strong desire to achieve;
• Conventional
• Have supportive parents who help them to be successful
• Socially-networked
• Generous and practical in addressing social problems and helping others
• Familiar with the use of computers, pagers, and cell phones,
• Mastered the ability to multitask
• Huge exposure to unvetted internet resources Wikipedia and YouTube
• Like big rewards fast for little effort
(Elam, Stratton, & Gibson, 2007; DiLullo, McGee, & Kriebel, 2011; Howe & Strauss, 2000)
Teaching in the Classroom

- 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)

Prefer timely feedback

- Make no assumptions
- Simple ideas first
- Look for everyday role models
- Plagiarism not seen as morally wrong
- Strong emotionally charged opinions

Team work, peer evaluation, service, and civic responsibility

Crux of Presentation
EXPECTATIONS

Degree:
- High aspiration in getting higher degree compared with other generations. For instance, 70% of the students prefer to attain a bachelor’s degree and half of the 70% student expect to earn a graduate degree (Milliron, 2008).
- College degree is guarantee of a middle class lifestyle.

Classroom Expectations:
- Relevant and clear curriculum
- Accessible and expert instructors
- Convenient and constructive delivery

Grades:
- Expect to get higher grade because they are investing more
  - Good grade as a reward
  - Low out of class workload commitments
- Expect to use humor and fun in class
- Computers and the Internet as a necessity
  (Bok, 2006; Jones & Madden, 2002; Milliron, 2008; Rojstaczer, 2003; Sandfort & Haworth, 2002)
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Presentation on Millennials

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**GENERAL ENGAGEMENT STRATEGIES**

Millennial students and faculty (hygiene study - Henry & Gibson-Howell, 2011)
- Do not evaluate with just mid and final exam
  - Millennial students think they should not disagree with faculty,
  - Faculty agree the students should disagree with them;
- Students think it is acceptable that faculty socialize with students outside of class,
  - While faculty disagree with this statement;
- Students strongly agree that faculty should use PowerPoint slides for lectures and should make class notes available online,
  - Faculty do not agree as strongly on this statement;
- Faculty more strongly agree than millennial students that students should be required to participate in community services;
- Millennial students disagree with requiring more than two hours of homework per week per class, but faculty agree with this statement.

Positive learning risk-taking environment strategies
- Start with a learning-centered syllabus;
- Provide orientation to any outside of class work
- Offer feedback in a positive constructive voice, timely and consistent manner;
- Schedule adequate time for student-teacher interaction including in class, one-to-one, electronic mail, or extracurricular activities;
- Encourage team orientation and collaborative learning – but set context 1st;
- Require pre-reading assignments with review questions to help build confidence
  - Use listserv and electronic communication with the whole class;
  - Use written, poster, and oral presentations to help students be engaged
  - Reduce lecture to at least 20-30% of class – do not take out completely
  - Use technology only if effective (not just for PowerPoint)
  - Teach to learner not the instructor – use method to plan lesson
- Not all lessons need to be formal
  - Encourage lessons that rely heavily on trial-and-error;
  - Most of learning should be delivered by peers and student themselves
  - Curriculum should be designed to be mastered in small chunks prior to use
  - Encourage opportunity for skills they value to also be developed
- Help develop emotional intelligence (EQ);
  - Know what motivates them
- Tell relevant stories about real people to ground content
  - Use a team teaching approach;
  - Link teaching directly to outcome assessment (state in syllabus)
  - State your role in and outside the classroom

(Carstens & Beck, 2005; Litzenberg, 2010; Monaco & Martin, 2007; Werth & Werth, 2011)
TEACHING STRATEGIES

10 Teaching strategy (Nikirk, 2012)
• (1) show graphics first;
• (2) start with the end in mind;
• (3) start with the concrete concepts then move to the abstract;
• (4) integrate technology into the teaching;
• (5) teach behavior appropriate to business and industry situation;
• (6) transition from teacher-centered classroom to learner-centered classroom;
• (7) transition from group work to teamwork;
• (8) learning environment in which creativity and independent thinking are valued;
• (9) engage learners by adding interactive content; and
• (10) engage students as teachers, project leaders, tech support, and megabrains.

• Special note: Personal response system (PRS) technology (Revell & McCurry, 2010) effective strategy in both small and large classrooms.
Conclusion Millennials

CONFIDENT

OPEN TO CHANGE

CONNECTED