Teaching Through The Generations

Objectives
- Define characteristics of various generations in a classroom environment
- Recommend strategies to help educators successfully interact with members of different generations
- Organize a lesson plan that accommodates students of diverse generational backgrounds
- Identify classroom strategies and activities to manage a diverse classroom

Imagine.....
- Average classroom
  - College professor - 53 yrs old
  - Student 1 - 19 yrs old
  - Student 2 - 26 yrs old
  - Student 3 - 35 yrs old

Baby Boomers

- Born between 1946-1964
- Average age of 58

- Characteristics
  - Hardworking
  - Competitive
  - Crave public recognition
  - Respect authority and Leadership
  - Original “workaholics”
  - Respect the values of traditionalist parents


Baby Boomers

- Raised in a time where culture changed with losing the “traditional home”
- Mothers begin to enter the workforce
- Vietnam War
- Invention of the Television
- Civil Right Movement
- Watergate scandal

Generation X

- Born between 1965-1981
- Average age of 38

- Characteristics
  - Skeptical
  - Embrace technology
  - Want a work/life balance
  - Known to challenge authority
  - Question the government
  - Independent

**Generation X**

- Termed “latchkey kids”
- Raised in a more negative society
- Explosion of technology
- High divorce rates
- Drug abuse
- Political scandals

**Millennial**

- Born between 1982-2002
- Average age 21

**Characteristics of**

- Positive attitude
- Sheltered
- Impatient
- Materialistic
- Self-centered
- Extremely close to their parents
- Extremely social
- Technology driven

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**Millennial**

- Saw a swing towards a merged family
- September 11th
- School shootings
- Iraq and Afghanistan Wars
- Clinton Impeachment
- Have a lack of loyalty to employers
- Demand a balance between work and play
- Value teamwork and collaboration

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The Next Generation
- Generation Wii, iGeneration, Gen Tech, Net Gen, Post Gen, Pluralist Generation, Gen Z...
- Average age is between 5-8 yrs old

http://www.kff.org/entmedia/upload/8010.pdf

3 stupid stages of life!
Teen age:
Have Time + Energy … but No Money
Working Age:
Have Money + Energy … but No Time
Old age:
Have Time + Money … but no Energy

Communication Methods
- Baby Boomers
  - Acknowledge the time they have spent in the workforce
  - Recognize their wins and achievements
  - Face-to-Face
  - Build rapport and respect
  - Communicate they are valued and needed

Don’ts

- Baby Boomers
  - Assume you know their needs or understand their needs in advance
  - Act as though technology is the answer
  - Presume they will tell you if they are struggling

Communication Methods

- Generation X-
  - Talk short term (3-5 years)
  - Time is a currency
  - No surprises- Explain expectations
  - Avoid unnecessary meetings
  - Assign a task
  - Give information immediately


Don’ts

- Generation X
  - Try to understimate a challenge
  - Allow them to interpret questions as implied challenges
Communication Methods

- Millennial
  - Use bursts of short info
  - Reward with time
  - Acknowledge their motivations are different and be okay with that
  - Address a work/life balance
  - Be positive
  - Allow them an opportunity to ask questions


Don'ts

- Millennial
  - Forget the importance of “them”
  - Create an environment in which they see as stressful
Preferred Learning Strategies

- Baby Boomers
  - Allow for skill advancement
  - Relate information to past experience
  - Be flexible in delivery methods


Preferred Learning Strategies

- Generation X
  - Strong bullets
  - Study guides
  - Group work with opportunity for growth or mentoring
  - Online supplements

Preferred Learning Strategies

- Millennial
  - Groups
  - Technology based activities
  - Games
  - Short and clear goals

Classroom Strategies

- The next ten active learning strategies take less than ten minutes to prep

Why do I have to work with others?

97% + 3% =

1. Focused Listing

- Create a list of terms or ideas related to a specific topic
- Topics may relate to:
  - Assigned reading
  - Previous lecture material
  - Current session
- Ask students to share their list and comment on key points
2. Fishbowl Discussion

- Works best with large group discussions
- Give fishbowl and goldfish cards
- Fishbowl group creates two-column notes
  - Left column are questions they have and/or important ideas the goldfish discussed
  - Right column would then be the answers and/or their own responses to items discussed

3. Cognitive Analogies/Metaphors

- Use a discussion board to compare unfamiliar ideas with an already know mentality
- Most effective way to transfer to long term memory
- Example: How is communicating with a patient like a job interview?

4. Duplicate Testing

- Create a series of five to ten questions
- Ask students to take out a sheet of paper and fold lengthwise
- Verbally ask the questions and then share the answers
- Students keep one side for the correct answers and you can collect the others to check for understanding
5. Collaborative Listening/Reading

Members individually determine the ranking of a task or concept. Then form groups three to four students, who discuss their individual ratings and work as a team to prioritize the items. Each group shares its group ranking.

6. Progressive Write

The facilitator begins the story by identifying a course topic. Each member begins providing examples of the topic. After a minute, ask students to pass their paper one to the right. The facilitator asks each member to read his/her paper and then reply. Papers continue to be passed as facilitator calls out a new topic. Eventually, each person receives his/her original paper back and reads it over.

7. CSI

- A broken experiment that you set up and they must fix
- A question in history that a web search would solve
- A math/accounting problem that isn’t solvable without some sort of research
- A scavenger hunt around conflicting data
- A written scenario with factual errors that requires research to discover the truth
8. Final Question

- Create a PP slide that encourages them to think deeper and come up with a final question
- Choose questions randomly and answer if time available- otherwise they can be used as an assessment

9. E-mail game

- Generate and share ideas via e-mail about how to handle any challenge.
- Round 1: Facilitator sends an e-mail with overview of the challenge and game. Announces deadline for action. Each player sends the facilitator an e-mail with 3 ideas for handling the challenge. Facilitator records all ideas.
- Generates list of top 10 to 15 ideas.
- Round 2: Facilitator past the lists of ideas via e-mail. Players vote on the 3 most appealing ideas in rank order. Facilitator tallies the votes and ranks the ideas by popularity. 3 points for top idea, 2 points for second and 1 point for the third idea. Tabulate the ideas by popularity and rank.
- Round 3: Players asked to predict which 3 ideas received the highest votes. Include a copy of the list of ideas. Facilitator scores each prediction on the basis of actual number of votes the 3 ideas received.
- Scoring the person’s choices: For the person’s 1st choice, multiple the number of votes that the idea received by 3 and give that number of points to the person. 2nd choice multiple by 2, 3rd choice multiple by 1. Add the 3 numbers together for each person’s score.
- Send an e-mail announcing the results and include: List showing order of popularity (Round 2), List showing predicted results (Round 3) with actual results (Round 2), Player with the highest total score wins the game.

10. Today’s Meet

- http://todaysmeet.com
Media for Generations

- Baby Boomers- Conservative with technology, want an activity where they can develop skills
- Generation X- comfortable with technology and prefer a mixed delivery format
- Millennial- Technology is all they know, prefer networking


Developing a Lesson Plan

- Now know the following things
  1. Characteristics
  2. Communication Styles
  3. Preferred Learning Methods
  4. Use of Media for each generation
  5. Ten Active Learning Strategies

Develop an objective or Class Plan

- Name and identify principal organs of the bony thorax
- What do you want them to get in the end?
- Write a possible test question
- How would they use it clinically?
- Why would they want to know the information?
- Is there an experience they can relate the information to?
Choose two methods of delivery
- Lecture
- Group Activity
- Game
- Video
- Supplemental Instructional Tools
- Duplicate Diagram Testing
- Flip the Classroom
- Guided Notes
- Create an Outline
- Create a worksheet or diagram to label

Pick your poison
- Use clickers
- Video or create a video
- Online discussion
- Blog
- E-mail challenge
- Podcast
- Online Class Polling
- Today’s Meet

Create a Timeline and Resource Sheet
- Timeline for each activity or delivery method
- List of needed resources
- Relate the information to text, workbook, study guide, etc...
"Don’t make assumptions about the next generation; Invest in it" - Harvard Business Review

References


Thomas, M. L., & McGin, C. D. (2012). The only thing we have to fear is...120 characters. Tech Trends, 56(1), 19-33.


Communication Methods for Generations

Baby Boomers- Do’s

- Acknowledge the time they have spent in the workforce
- Recognize their wins and achievements
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- Communicate they are valued and needed

Baby Boomers- Don’ts

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Generation X-Do’s

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Generation X- Don’ts

- Try to understate a challenge
- Allow them to interpret questions as implied challenges

Generation X Mnemonic

**Millennial- Do’s**

- Use bursts of short info
- Reward with time
- Acknowledge their motivations are different and be okay with that
- Address a work/life balance
- Be positive
- Allow them an opportunity to ask questions

Millennial- Don’ts

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- Create an environment in which they see as stressful