

Meet Generation NeXt Understanding and Teaching Today's Learners

Dr. Mark Taylor
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This handout supports Dr. Taylor's program at the ADHE Trustees Conference on December 5, 2014. It is intended as a supplement to the program, and not as a stand-alone document. It should not be redistributed to non-attendees without permission. Articles and supportive material, as well as information about Dr. Taylor's programs, is available at www.taylorprograms.com.

Generation NeXt: Today's Postmodern Student—Meeting, Teaching, and Serving

Mark L. Taylor

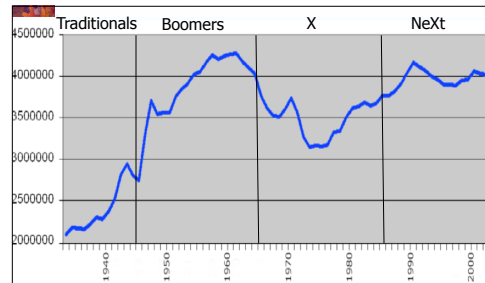
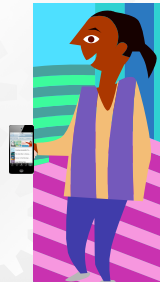
Introduction

Generation NeXt, the current cohort of traditionally aged college students, brings educational and social characteristics to campus that are challenging educators. The product of a very different social reality than the members of the generational cohorts who predominate in college faculties and staff, their postmodern sensibilities and consumer approach to education may be a remarkably poor fit with what schools traditionally offer (Sacks 1996). This presentation overviews the characteristics of Generation NeXt and presents suggestions for helping its members be successful in postsecondary education.

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Five Things to Know About Generation NeXt

- **Different** from previous generations of learners



Most simply, Boomers reacted to and rejected the philosophies of the Traditionalists, including ideas on parenting, and created Generation Next, starting in about 1986.

Generation NeXt: Today's Postmodern Student—Meeting, Teaching, and Serving

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- The Era of the Wanted, Precious, Protected, Perfected Child
- Child-centric households that revolve around kids
- Parents serve as facilitators, not authority figures
- Not all young people, but clear trends, especially as compared to Gen X



Volume 3: Programs, Strategies, and Structures to Support Student Success Chapter 2: Creating and Supporting Effective Learning Environments 3-3

Meet the Parents: Managing for Student Success

Mark Taylor

Few in higher education will disagree that students' parents are inserting and asserting themselves like never before. The infamous helicopter parent, hovering and occasionally swooping in for the rescue, is now often replaced by the "snowplow" or "bulldozer parent," pushing anticipated obstacles out of their children's way before the children may even be aware of a challenge (Taylor 2006b). While many educators complain that parental involvement in course selection, discipline, and academic work reduces students' opportunities to face meaningful learning and developmental challenges on their own, few deny parents' significance in college selection, student persistence, and financial support.

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HELICOPTERS, SNOWPLOWS, AND BULLDOZERS: MANAGING STUDENTS' PARENTS

BY MARK TAYLOR

INSTEAD OF PARENTS TO ADMINISTRATORS, STATE OR FACULTY AT MOST COLLEGES TODAY, AND YOU WILL FIND A LOT OF COMPLAINTS ABOUT MONITORING, INTERFERENCE, AND DOWNRIGHT INTERUSION IN THEIR WORK WITH STUDENTS FROM ADOLESCENCE AND THROUGH COLLEGE SELECTION TO EMPLOYMENT AND STUDENT ORGANIZATION INVOLVEMENT. PARENTS ARE BEETING AND ASSERTING THEMSELVES LIKE NEVER BEFORE.

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Self-Esteem Agenda

- Overrating skills
- Sensitive/ defensive
- Entitlement
- Consumerism
- "Talent over effort"
- Failure OK?
- "This is the only you we want to see."




The Selfie Generation

ARTHUR LEVINE
DIANE R. DEAN

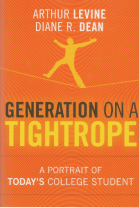


GENERATION ON A TIGHTROPE

A PORTRAIT OF
TODAY'S COLLEGE STUDENT

Tightrope

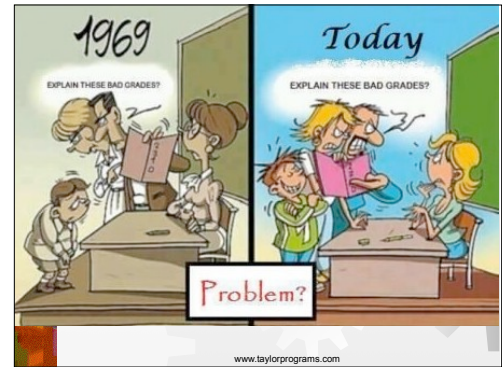
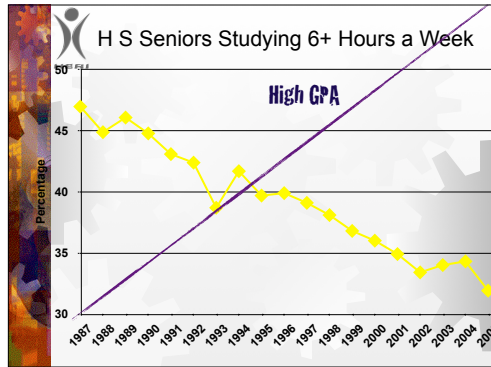
- coddled, protected, dependent
- help seeking
- immature
- praise dependent
- most inflated high school grades
- lowest time spent studying
- responsibility issues?



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Five Things to Know About Generation NeXt

- Different
- **Successful**

A NATION OF WIMPS

Parents are going to ludicrous lengths to take the lumps and bumps out of life for their children. However well-intentioned, parental hyperconcern and microscrutiny have the net effect of making kids more fragile. That may be why the young are breaking down in record numbers.

BY NARA ESTROFF MARANO PHOTOGRAPHS BY KATHERINE LEVINE

COLLEGE OF THE OVERWHELMED

Over-protected, over-praised, under-worked and under-responsible high schoolers may have difficulty transitioning to the academic expectations and demands of college.

Colleges should anticipate these difficulties and support students through the transition.

THE CAMPUS MENTAL HEALTH CRISIS AND WHAT TO DO ABOUT IT

RICHARD KADISON, M.D. THERESA FOY DIGERONINO

Five Things to Know About Generation NeXt

- Different
- Successful
- **Diverse**



Diversity

A more diverse student body who VALUE (don't just tolerate) diversity

- Ethnicity
- Nationality
- Gender
- Faith traditions
- Sexual orientation
- Age

May not value socio-economic diversity.

The New Face of America
Millennials (ages 18-29)

Ethnicity	Percentage
White	61%
Black	14%
Hispanic	19%
Asian	5%
Other	-

THE TROPHY KIDS GROW UP

RON ALSOP
THE WALL STREET JOURNAL

how the millennial generation is shaking up the workplace

Students may range from the trophy kids, who can come from any socio-economic background, and have a finely developed sense of their own importance and entitlement...

LIVES ON THE BOUNDARY

A Moving Account of the Struggles and Achievements of America's Educationally Underprepared

WITH A NEW AFTERWORD

...to the often poorer, educationally underprepared who may have suffered "the soft bigotry of low expectations" (G.W. Bush) with few meaningful academic expectations in K-12, which they might logically expect to continue in college.

MIKE ROSE

POSSIBLE LIVES ... THE MIND AT WORK

Five Things to Know About Generation NeXt

- Different
- Successful
- Diverse
- Digital

grown up digital

how the net generation is changing your world

DON TAPSCOTT

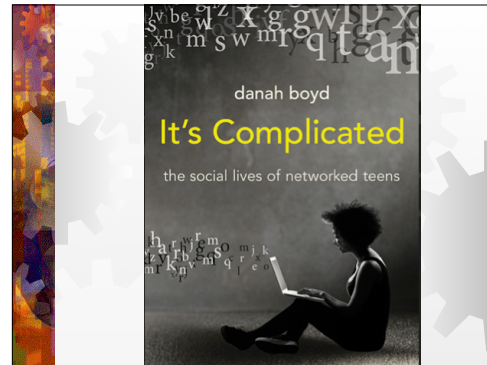
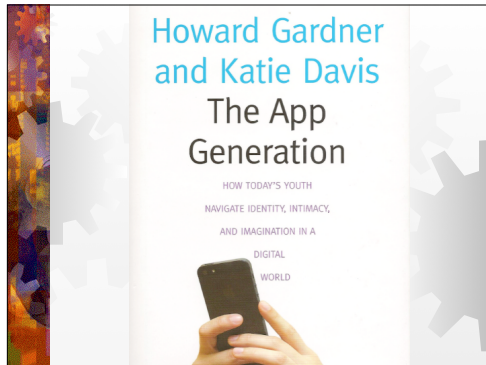
Marc Prensky Digital Natives Digital Immigrants ©2001 Marc Prensky

Digital Natives, Digital Immigrants

By Marc Prensky

From *On the Horizon* (NCB University Press, Vol. 9 No. 5, October 2001)
© 2001 Marc Prensky

It is amazing to me how in all the hoopla and debate these days about the decline of education in the US we ignore the most fundamental of its causes. *Our students have changed radically. Today's students are no longer the people our educational system was designed to teach.*



The Digital Learner

- "Search is the new learn"
- Student often don't feel a need to remember information or data they can find on-line when needed
- Lots of (too much) information is readily available
- Their task is evaluating the information they find; accessing is the easily part. Judging is harder.
- Evaluation is a necessary skill in the knowledge based workplace
- Colleges and universities must leverage technology to connect with and engage students, especially in learning.

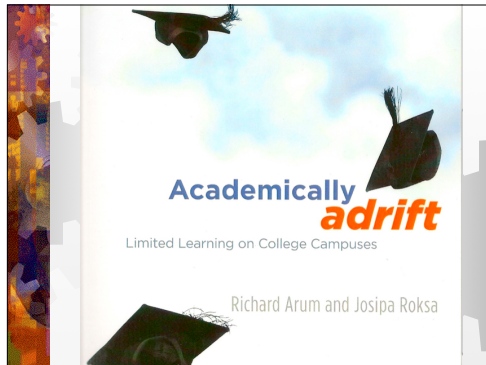
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Five Things to Know About Generation NeXt

- Different
- Successful
- Diverse
- Digital
- Outcomes issues.

FOREWORD BY TOM WOLFE
Declining by Degrees
 HIGHER EDUCATION AT RISK
 Edited by RICHARD H. HERSH and JOHN MERROW

Well documented issues in learning outcomes.

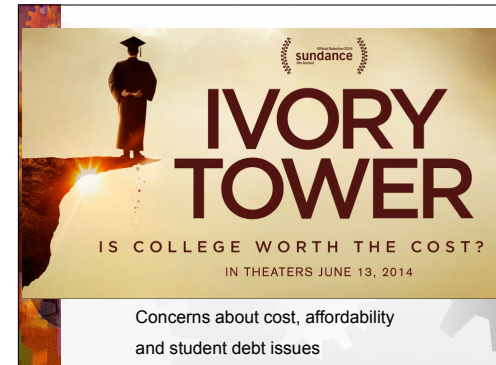


Spellings Commission on the Future of Higher Education

Many students who do earn degrees have not actually mastered the reading, writing and thinking skills we expect of college graduates.


Over the past decade, literacy among college graduates has actually declined.

August 9, 2006



Workplace readiness issues

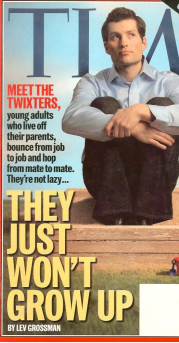
a pandemic of workplace unreadiness as today's graduates are unable to think long term, handle details or delay gratification.



Mel Levine *Ready or not here life comes*

TIME

"Most colleges are seriously out of step with the real world in getting students ready to become workers in the post-college world".



Volume 2: Programs, Strategies, and Structures to Support Student Success Chapter 2: Leadership Development Programs and Strategies / 215

Generation NeXt Goes to Work: Issues in Workplace Readiness and Performance

Mark Taylor

Many traditionally aged graduates from Generation NeXt are having significant difficulty in successfully transitioning from college in the workplace and in adapting to the expectations of the workplace (Kearnes and Shirley 2006; Taylor 2006a). Many schools have been slow to recognize the significance and magnitude of this epidemic of work-life unreadiness so are not making the necessary institutional, programmatic, and instructional changes necessary to improve the work-related abilities of their graduates (Levine 2005b).

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Gen NeXt Learner Issues

- Responsibility for their learning
- Compliance (authority)
- Overrate talent/ skills
- Underrate effort
- Persistence (easy to quit)
- Sensitivity to criticism
- Learning outcomes issues
- Workplace readiness issues.

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From Teaching to Learning -

A New Paradigm for Undergraduate Education

By Robert B. Barr and John Tagg

Most college courses represent a systematic failure to create a learning environment that promotes meaningful, lasting student development.

Students are not learning even basic general knowledge, they are not developing higher-level cognitive skills, and they are not retaining their knowledge.

In fact there is little evidence of a significant difference between students who take courses and student who do not.

Things to Know About College Teaching

- Most instructors have not been meaningfully trained to teach, so they lecture on the content to passive, disengaged students and fail to engage students around developing higher order thinking skills like evaluation, problem solving and critical thinking
- Common instructional practices are tradition based and habit bound, not grounded in data or research on cognitive science or learning outcomes



Things to Know About College Teaching

- Faculty are (generally) people of good will who love their content areas and truly want students to learn in deep and lasting ways
- When faculty are introduced to a model of teaching and learning that is effective in bringing their students to the learning outcomes they value, are taught to use the techniques and are in an environment that expects best practice in teaching, they will change and adopt but practices.



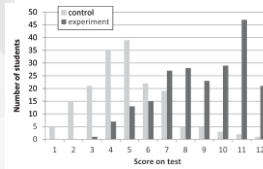
Improved Learning in a Large-Enrollment Physics Class

Louis Deslauriers,^{1,2} Ellen Scheele,² Carl Wieman^{1†}

We compared the amounts of learning achieved using two different instructional approaches under controlled conditions. We measured the learning of a specific set of topics and objectives when taught by 3 hours of traditional lecture given by an experienced highly rated instructor and 3 hours of instruction given by a trained but inexperienced instructor using instruction based on research in cognitive psychology and physics education. The comparison was made between two large sections ($N = 267$ and $N = 271$) of an introductory undergraduate physics course. We found increased student attendance, higher engagement, and more than twice the learning in the section taught using research-based instruction.

From *Science*
May 13, 2011
Volume 322,
Number 6013,
pp. 862-864

Will require access to academic database to view.



The Flipped Classroom

Content delivery is moved out of class (not in-class through lecture) especially via on-line resources that are preexisting or instructor created that match student's preferred accessing and learning styles

Increases student **responsibility**

Assignments must be completed before class
Homework "ticket-in" to class activity

Engaging small group discussions

Applications of content and problem solving

Students are **Active** in class

Finding the words they need hear to understand content, see how to use it, come to value it.

Teaching Generation NeXt: A Pedagogy for Today's Learners

Teaching Generation NeXt: A Pedagogy for Today's Learners

Dr. Taylor's articles and workshops on teaching and learning introduce these ideas on today's learners, along with a model (steps listed below) and techniques designed to help faculty to move to "best practices."

1. Improve student's future orientation
2. Identify class goals/ link to student's goals
3. Improve student understanding of class expectations
4. Move content learning out of class
5. Create the necessity of preparing for and attending class
6. Increase classroom activity and engagement
7. Improve assessments and accountability.

Teaching Generation NeXt: A Pedagogy for Today's Learners

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Mark Taylor


Faculty struggle to effectively teach our traditionally aged students from Generation NeXt. They are different, and different kinds of learners, than anyone higher education has experienced in the past, and there is ample evidence of a growing divide and mismatch between faculty and students in teaching and learning (Coates 2007; Schroeder 2004). Our students' academic preparation and expectations, consumer orientation, esteem and importance issues, and use of technology are challenging traditional educational practices (Taylor, 2005, 2006; Twenge 2006). "Old school" methods, especially the all too common lecture on content to passive learners, are proving less and less successful in bringing students to appropriate learning and developmental outcomes (Bok 2006; Shulman 2005a, 2005b; Tapp 2004; U.S. Department of Education 2006). Workplace readiness outcomes are often poor and are coming under increased scrutiny (Grossman 2005; Hersch and Merrow 2005; Levine 2005; Taylor 2007).

This generation of digital natives has caught educators flat-footed (Prensky 2001a, 2001b; Tapscott 2009). Pedagogies of activity and engagement, especially those that use recently available Web- and

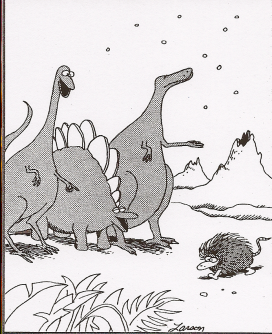
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What to do on campus?

- Understand and accept these students
- Move to "best practices" in teaching
 - "Flipped class"
- The Flipped class increases
 - student responsibility for learning/ learning outcomes
 - leverages available technology
 - moves students to higher order learning
 - increases interaction between students and between students and faculty
 - engagement
 - persistence
- Make effective teaching a school priority.




Some faculty already "get it" and are trying best practices....



...though often in an environment that is not supportive of moving away from the old lecture model.

Administrative support and the expectation that faculty will demonstrate best practices in their work (as all other professionals are expected to do in their work) is necessary for the widespread adoption of effective teaching methods.

Questions/ Comments? Resources?

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