

Millennial Teaching and Learning

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CORE Faculty Development

Learning Objectives

- Participants will be able to:
 - describe characteristics of different generations including the Millennials
 - discuss teaching strategies to foster Millennials' learning.

Overview

- Description of Generations: Silent, Baby Boomers, Generation X, Millennials
- Discussion of Teaching Strategies to Foster Millennials' Learning

Generations

Birth Cohorts
20-22 years

GI's (WWI)
1901-1924

**Silent
Generation**
1925-1942

Baby Boomer
1943-1960

Generation X
1961-1981

Millennial
1982- 2002

Generational Poll

- Who's from what generation?
- Who lives with what generation?

Generational Comparisons

Views Toward	Boomers	Gen Xers	Millennials
Level of Trust	Confident of self, not authority	Low toward authority	High toward authority
Loyalty to Institutions	Cynical	Considered naive	Committed
Most Admire	Taking charge	Creating enterprise	Following a hero of integrity

Generational Comparisons

Views Toward	Boomers	Gen Xers	Millennials
Career Goals	Build a stellar career	Build a portable career	Build parallel careers
Rewards	Title and the corner office	Freedom not to do	Meaningful work
Parent-Child Involvement	Receding	Distant	Intruding

Generational Comparisons

Views Toward	Boomers	Gen Xers	Millennials
Having Children	Controlled	Doubtful	Definite
Family Life	Indulged as children	Alienated as children	Protected as children
Education	Freedom of expression	Pragmatic	Structure and accountability

Generational Comparisons

Views Toward	Boomers	Gen Xers	Millennials
Evaluation	Once a year with documentation	"Sorry, but how am I doing?"	Feedback whenever I want it
Political Orientation	Attack oppression	Apathetic, individual	Crave community
The Big Question	What does it mean?	Does it work?	How do we build it? *How do we do it

Looking at the Big Picture: Quick Quiz

How well do you know the different generations?



What generation?

- This group grew up during the post-Watergate era and the energy crisis.
- They were in many cases children of divorce and nontraditional family units.
- Many were latchkey kids who were raised on electronic media (television, Atari 2600s).



Generation X

What generation?

- More likely to live in two-income household
- Have children at home
- Have the basic feeling of security
- More likely than others to focus on education
- Have the higher level of education
- 88.8% of this generation completed high school

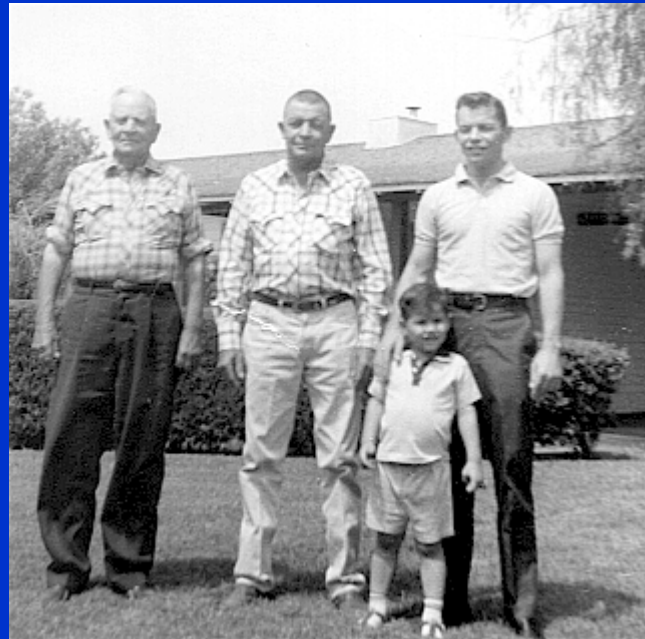


Baby Boomers

What generation?

- This group was born at a time when it was considered natural and appropriate for families to have large numbers of children.
- This generation wed early.
- This generation are about 95% retired at this point.
- This group lived during the Great Depression.

Silent Generation



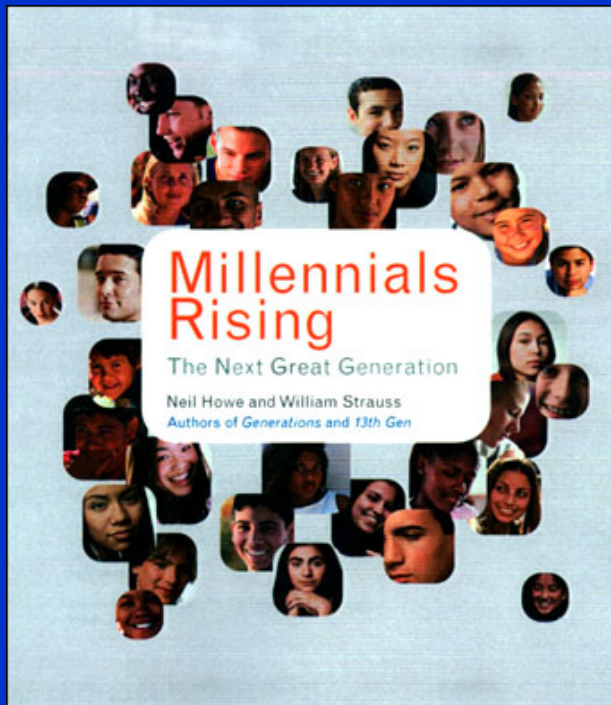
What generation?

- Sheltered
- They have experienced a positive economy while moving through their school years
- This generation grew up on kid safety rules, lockdown of public schools, sweeping national youth safety movement
- Technological sophistication



Millennial Generation

Background Information



Serving the Millennial Generation (2004) by M. Coomes and R. DeBard

Teaching and Learning on the Edge of the Millennium: Building on What We Have Learned (1999) by M. Svinicki

Who are the Millennials?

- Born in or after 1982
- Presently 80 million (largest generation)
- Will be the most diverse college-going generation ever in the nation's history
- Projected to be “the most educationally ambitious generation ever”



Who are the Millennials?

- Conventional – have come to accept social rules, expect the rules to be clearly communicated and enforced with due process, high expectation of structure
- Have learned that one of the best ways of getting along is to go along (may need to be encouraged to take risks and think outside the box)

Who are the Millennials?

- Sheltered/Special – have been very much the focus of their parents’ attention - associated with substantial economic, educational, and experiential opportunities
- Civic generation

Who are the Millennials?

- Tend to be more optimistic and confident in their abilities
- Tend to trust authority because it has worked on their behalf

Who are the Millennials?

- Achieving – need for achievement, expect to be held accountable, have high regard for objective testing and high stakes as opposed to subjective testing
- Pressured – feel pressured to perform, they want a structure enforced to ensure that compliance will lead to achievement

Who are the Millennials?

- Work well in teams and often learn in groups, either in person or via technology
- Have relatively short attention spans
- Used to multitasking

Strategies to Foster Millennials' Learning

- An array or combination of strategies
- Team or group work
- Use of technology
- Use of visuals or “visual images” to assist with memory, relating new information to already learned information, and organizing information into an easily remembered outline structure – (Svinicki, 1999, p. 17)

Strategies to Foster Millennials' Learning

- Distance Education “...is academe’s most prominent growth industry at the turn of the millennium. Anytime, anywhere learning opportunities, provided through communications technologies, have become so pervasive during the past decade that some observers have declared distance to be irrelevant.” Svinicki (1999, p. 95)

Strategies to Foster Millennials' Learning

- Cognitive Apprenticeship Model - learning by observing and 'expert' model (Svinicki, 1999, pp. 15-16)
 - ... an apprenticeship relationship with a 'master craftsman' [clinical teacher] who explains the craft while demonstrating it and involving the learner with slowly increasing responsibility.
 - ... the learner (the apprentice) observes the instructor (the master craftsman) go about the business of thinking about the field while describing the thought process aloud.

Strategies to Foster Millennials' Learning

- Cognitive Apprenticeship Model (cont.)
 - The instructor gradually places more and more responsibility for problem solution on learners until eventually the learners can solve the problems on their own.
 - During this transition, the instructor supports the learners' efforts, coaches them with questions and suggestions, and encourages them to think aloud about their solution process via discussion, small groups, self-assessment.

Implications for Teaching and Learning: Tips

- “Knowing the intended outcome greatly facilitates the development of instructional strategies and the determination of the measures that will provide evidence of achievement.”
(Svinicki, 1999, p. 39)
- “If you don’t know where you’re going, you won’t know if or when you get there.”

Implications for Teaching and Learning: Tips

- “Provide reinforcement for activities you wish to encourage” (eg. “praise, positive feedback”)
- “Emphasize internal reinforcers and motivation” - tapping into the learner’s interest is “a way of tapping into internal motivation”
- “Set challenging yet attainable goals for learning, and provide feedback on progress” (... “goals cannot be so simple that they are meaningless but they should not be beyond the capacity of the learners”)
- Include learners in goal setting (*monthly)

Source: M. Svinicki. Teaching and Learning on the Edge of the Millennium: Building on What We Have Learned. (1999), p. 22

Implications for Teaching and Learning: Tips

- “Change learner beliefs and attitudes about learning” (“encourage” learners to examine their previous experiences regarding learning that have led to favorable outcomes/*their beliefs about “effort and success”)
- “Encourage a mastery goal orientation (“... help” learners “to adopt a mastery orientation” attitude regarding their training”
- “Enhance the perceived value of the task” (help learners to understand “why” learning something is important, *relevance/utility of the skills to be learned beyond passing a test)

Source: M. Svinicki. Teaching and Learning on the Edge of the Millennium: Building on What We Have Learned. (1999), p. 23

Implications for Teaching and Learning: Tips

- “Convince the learners they can succeed; increase their self-efficacy” (*greatly depends upon their willingness to work hard, focus on goals and requirements, “go the extra mile”, work to become competent)
- “Give the learner choices about goals and strategies for achieving them” (“use whatever works for you” or “use whatever will help you” type of an approach when possible)

Source: M. Svinicki. Teaching and Learning on the Edge of the Millennium: Building on What We Have Learned. (1999), p. 23

Closing Thoughts

- To be equipped to teach and work with Millennial trainees, clinical faculty/attendings/preceptors are strongly encouraged to:
 - embrace their role as “clinical educators”
 - accept the responsibility of serving as the “primary conduit” of teaching and learning
 - become a “student” of education (engage in Faculty Development training experiences, locate and read books and articles regarding teaching and learning)
 - promote sound educational principles in instructional design and educational decision making.

Summary

- Participants were able to:
 - describe characteristics of different generations including the Millennials
 - discuss teaching strategies to foster Millennials' learning.