

THE NEW SAGE ON THE STAGE

Welcome

Please come to the front table and vote for the teaching challenge you think is most pressing.

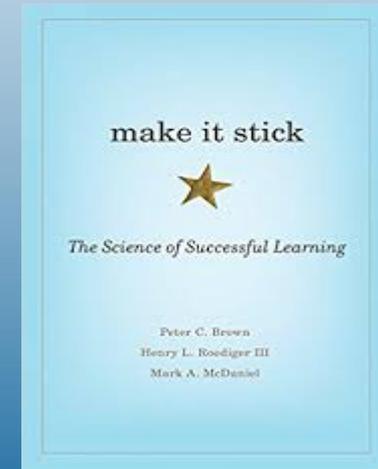
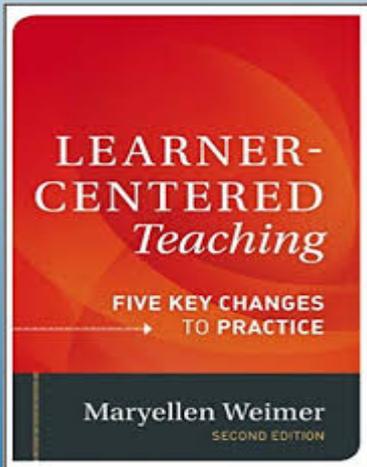
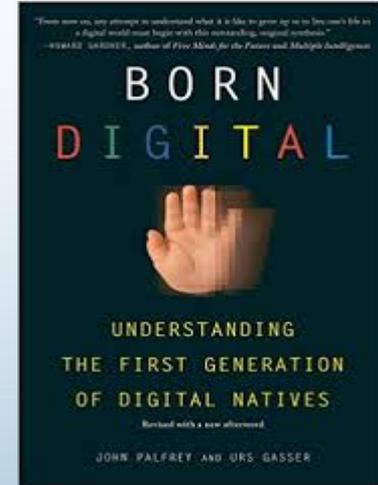
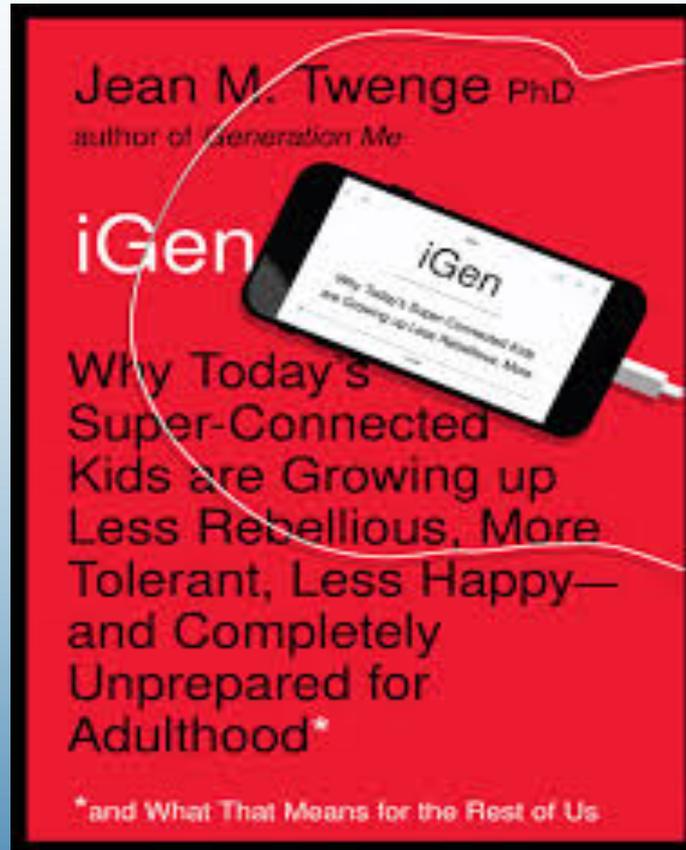
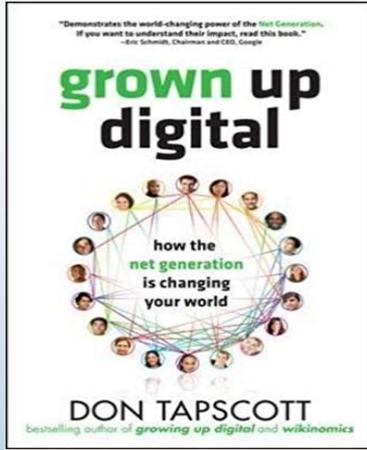
There are name placards and markers on the tables for you. Personalize your placard in any way that you wish.

THE NEW SAGE ON THE STAGE

Teaching Students To Learn

Kim Miller-Davis and Izabela Uscinski
Lilly Conference - Anaheim, California
Feb 28 - March 2 2019

Today's Purpose



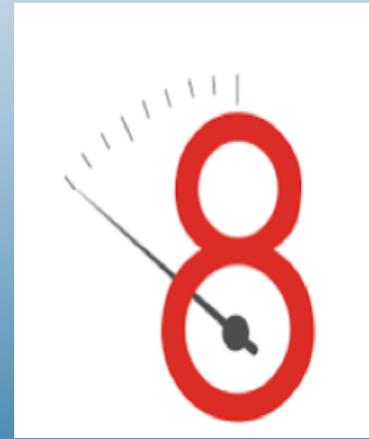
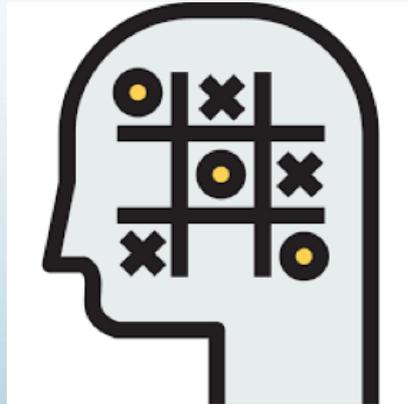
GENERATION Z

Environmental Factors

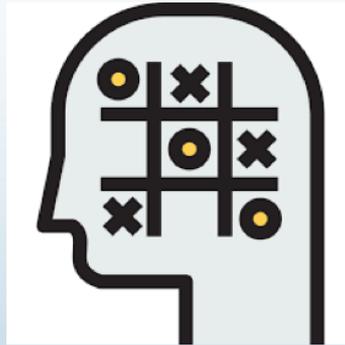
- Growing up in the shadow of 9/11
- “No Child Left Behind”
- Shrinking Middle Class
- Pervasive Digital Technologies

(Chronicle of Higher Education, 2018; Twenge, 2017; Turner, 2015)

Session Activities



“Students don’t listen to instructions” GEN Z Prefers to Figure it Out



- More individualistic
- Prefer to learn by jumping into task and figuring it out
- Students need to collaborate, look for info, analyze it, synthesize it, & evaluate it

Educators should incorporate hands-on,
experiential learning using real world situations

(Prensky, 2001; Tapscott, 2009; Twenge, 2017; *Chronicle of Higher Education*, 2018).



Problem-Solving Activity

Work in groups of 2-3 people to “solve” challenging teaching scenarios. Identify student learning needs and offer strategies for best meeting student learning needs.

“Students won’t participate.” GEN Z Has an Aversion to Risk



- Less likely to engage in risky behavior
- Reluctance to try new experiences negatively impacts learning
- Anxiety & complacency in the classroom are reactions to heavy-handed instructor control

Faculty should provide students with opportunities to participate in low-risk activities in which self-discovery is a key element.

(Twenge, 2017, Weimer, 2013; Brown et. al, 2014)



The Matching Game

Pink Cards=Name of a Concept

Green Cards=Example of Concept

Find a peer or peers with the opposite colored card whose concept matches your example or vice/versa.

“Students aren’t really reading” GEN Z Reads Superficially.



- Comprehension vs. Deep Reading
- Deep Reading requires contemplation
- On-Screen Reading poses risks to the deep reading process through the distractions of hypertext and online applications, eyestrain, lack of sensory engagement, difficulties in geographical location of text, perceptual depth of text, devaluing e-text, multi-tasking habits

Educators should help students develop bi-literacy

(Tapscott, 2009; Wolf, 2018; Mangen, 2016; Badulescu, 2016; Walsh, 2016; Baron, 2015; Sukovic 2015; Turner, 2015; Jabr, 2013; Carr, 2010; Small, 2008; Griffey 2008).



Deep-Reading Practice

In small groups, sequence the index cards in an order that matches the reading. Then match each reading “chunk” with its corresponding illustration.

“Students don’t care about learning.”

GEN Z=High Rates of Mood Disorders



- Possible reasons for high rates: limited face-to-face interaction, negative effects of social media, mental exhaustion, feelings of isolation
- A sense of belonging is key to educational engagement

Faculty should foster an environment of warmth and respect and demonstrate concern for student learning (Yang and Damsio, 2007; Small, 2008; Kahu, 2011; Twenge, 2017; Turkle, 2018)



Social Interaction

Turn to your neighbor and introduce yourself. Talk about something other than this conference i.e. Who are you personally? What do you like to do with your free time? What makes you happy? If you decorated your placard, you may choose to explain the colors you chose or any images you used.

“Students are impatient and restless.” GEN Z has a Need for Speed



- Students crave the speed and interactivity given by electronic devices including instant responses
- Traditional school environments require them to “power down” their brains

Instructors should create pedagogically-sound learning environments that enable students to work at preferred speed while still facilitating opportunities for contemplation and deep-thinking

(Berk, 2009; Prensky, 2001 & 2008; Tapscott, 2009; Twenge,

2018).



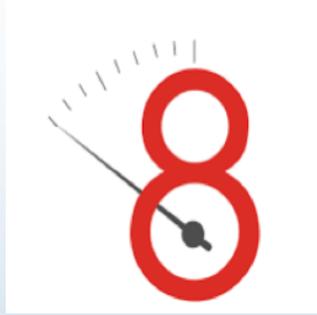
Timed Pair-Share & Mixer

Working in pairs, you will have 1-minute to make a list of activities that can be used in the classroom to reach Generation Z students.

At the 1-minute mark, we will provide “mixer” instructions.

“Student can’t focus.”

GEN Z has Short Attention Spans



- Gen Z switches media sources 27+ times/day and check their cell phones between 150-190 times/day
- Rapid task-switching is associated with a low threshold for boredom

Faculty should limit lecture-length, provide students with tools that facilitate active listening during lecture, and encourage interaction and movement

(Carner, 2014 and Gooblar, 2019)

“Student can’t focus.”

GEN Z has Short Attention Spans



True or False? Students switch media sources 15-20 times a day.

False: Gen Z switches media sources 27+ times/day and check their cell phones between 150-190 times/day

True or False? Switching media sources frequently leads to low threshold of boredom.

True: Rapid task-switching is associated with a low threshold for boredom

True or False? One of the strategies to help students stay focused in the classroom is to teach students note-taking skills.

True: Faculty should facilitate active listening during lecture

(Carner, 2014 and Gooblar, 2019)

“During class, students text, google, etc.”

GEN Z Needs to Multi-task.



- Fast-paced modernity and instantaneous digital technologies make multi-tasking seem normal
- Multi-tasking increases cognitive load which decreases transfer of information to long-term storage

Instructors should detail the negative effects of multi-tasking, help students build self-awareness, and provide in-class opportunities for students to engage in goal-oriented, collaborative tasks

(Baron, 2015; Twenge, 2017; Turkle, 2018, Weimer, 2015, Brown et al. 2014)



Reflection Activity

Reflect on your own multitasking behavior.

Do you tend to move from task to task frequently during the day? Do you have the urge to check your e-mail or other media while you work (while grading or preparing for class).

“Students say they are visual learners.”

GEN Z Prefers Graphics



- All humans are visual, not just Generation Z. However, early exposure to graphics leads to a preference for illustrations.
- Associating a mental or physical image with a specific concept makes retrieval easier

Faculty should use visual representations with key concepts and provide opportunities for students to develop visual demonstrations of the course content

(Presnky, 2001; Tapscott, 2009; and Brown, Roediger, and McDaniel, 2014).

Example of Graphic Syllabus

Student Learning Outcomes

Upon completion of this course, the student will be able to:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas and synthesize primary and secondary sources within academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicate meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g. APA, MLA)

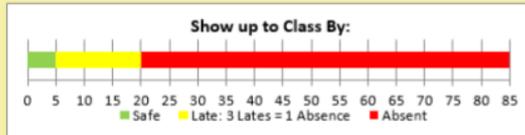
Please use the classroom computers and personal laptops only for classroom activities during class time. If you are browsing material not related to the class during class time, you will receive no participation credit for that day, and I reserve the right to ask you to leave the class.



Engage Contribute Take Responsibility

Professionalism

Our class will reproduce in many ways a "real world" work environment, and you will be expected to participate professionally—arrive on time, meet deadlines, and contribute to class discussions both face-to-face and online. Professionalism in this context is also defined as a sincere effort to improve your own writing and that of your peers through online interaction, peer review of major projects, revision, and conferencing.



**6 Absences
=
Fail**

Writing Projects

You will be expected to complete three major assignments this semester. You will receive guidelines and requirements for each. The first two projects are designed to allow students an opportunity to research their topic extensively before assigning a research essay (Project 3). Below is a brief overview of each project:

1. **Research Proposal (15%)** For your first major assignment, you will come up with a topic and a research question for your research you will be conducting throughout the semester. Rather than being an essay, this will be a 7-part document that you will submit in which you share your initial research findings.
2. **Research Process and Annotated Bibliography (20%)** For the second major assignment, you will continue researching your topic and will present your knowledge in a 3-part document, in which you will discuss the research process, annotate your sources, and present your tentative thesis.
3. **Research Supported Argument (25%)** For your final project, you'll continue the process you began in project 2, moving from a researched exploration of a research question to a 5-7 page thesis-driven synthesis essay on your topic.

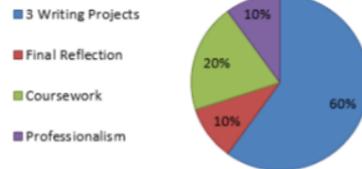
Course Grade Distribution

The course grade will be determined by the following:

Writing Project 1	15%
Writing Project 2	20%
Writing Project 3	25%
Coursework*	20%
Final Reflection	10%
Professionalism	10%

*Coursework includes drafts of projects and any short assignments created to help students complete major assignments.

Final Grade Breakdown



Grading Scale

Academic Support

Accessibility

If a student has a disability that may affect his or her ability to learn the material in this course, the student should get in touch with the Accessibility Services Counselor on the campus located in the Educational Planning, Counseling, and Completion Office: North Campus 281-998-6150, Ext. 2317.

Counseling Services

Professional Counselors are available to meet with students by appointment and are located in the

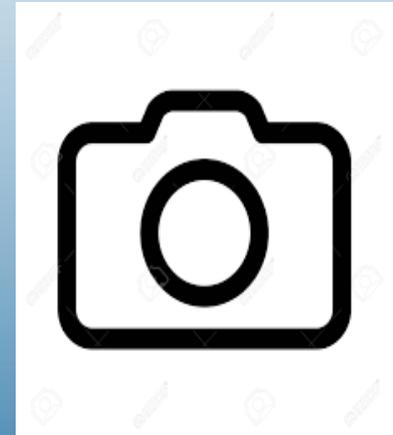
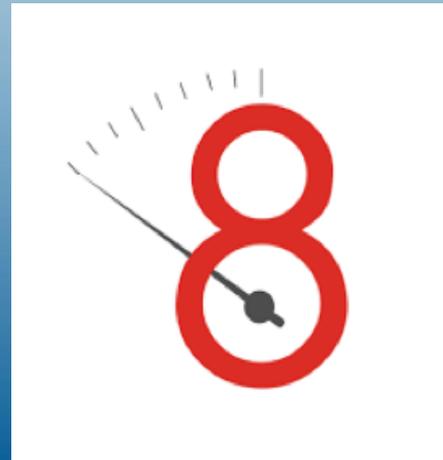


Draw Generation Z

Working in small groups, create a flip chart size illustration of Generation Z students including graphic and written depictions of learning needs and effective teaching strategies.



Where do we go from here?



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