

Meet Generation NeXt; Understanding Today's Students

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This handout is made available to attendees to support Dr. Taylor's program at the FESHE Conference. It is not intended as a stand-alone document, nor should it be distributed to non-attendees. Much more information for understanding and teaching Generation NeXt (and the other students we serve) is available on my website.

Generation NeXt

Born about 1982-1994 so up to 26 years old now

"Baby Boom Echo"

Huge cohort- high school graduation peaks in 2009

Tend to be the wanted, precious, protected children of Boomer and older X parents

Who are these students?

Are they really as different as they seem to be?

Lifestage- like we were at that age?

Very different developmental experiences

Physical- less running around

Neurological- more high stimulation video and games

Parenting- "parent as friend" model.

Who are these students?

Diverse- not all the same

All data/ "Modal traits"

No stereotypes !

No criticism !

No blame !

No excuses !

How do these issues impact reaching goals?

CTC and Health Safety Students- how are they different?

Demographic

Wide age ranges

Employed- more time stressed

More first generation- less information/ support

More "middle class" students will be coming in this recession

Academic preparation

Underprepared- need remedial

More accurately rate skills (low)

Scrappier/ more pragmatic

Demographic, Academic plans/ behavior

Seeking stable work

Seeking bachelors degree

Unaware of support services

(academic and career counseling)

Rarely talk to instructors outside class

Health/ safety students

Clear occupational goal (?)

Good opportunities to link with professionals.

How do you create a Gen NeXter?

Parents and others

Helicopters, bulldozers and snowplows

(see my two articles on parents at www.taylorprograms.com)

Development/ outcomes

“Parent as friend”

Counseling/ rational model

impacts “authority”, consequences, experts

Expect options/ choices

Value own opinion, self-importance, persistence

Constant programming

External, self-supervision, initiative, relationships, reflection, imagination

Limited utility

Reduced responsibility, efficacy, “community”.

Confident

“Unlimited horizons”

“Shallow optimism”

unrealistic, expect ease, easily frustrated/ disappointed

Self-esteem programming

“Praise junkies”, limited feedback/ consequence, belief in “talent”, overrate own

skills

Self-importance

Expression, value own opinion, expect immediate service

Personal excellence

Good enough already?

Why change?

The Consumer Student

Customer service expectations

entitled

immediate service/ impatience

preferences/ options/ choices

Materialistic

acquisitive, not inquisitive

monetary/ lifestyle goals

not developmental goals

“get” not “become” (or even “do”)

Utility calculus

cost/ benefit analysis for any “investment”

no effort without reward

no learning without utility.

AE- Academic Entitlement

If I have explained to my professor that I am trying hard I think he/she should give me some consideration with respect to my course grade.

66.2% agree

Fun loving

Entertainment orientation

"It is supposed to be fun."

Limited expectation that they will ever have to do anything other than exactly what they want to do

Possibly poor fit with traditional academic activities and workplace expectations.

Tech oriented/ High stimulation

"Gen Net", "Digital natives"

"Digital learners"

Impacts all parts of life

Social networking

Prefer tech to F2F

Attention issues

Blur virtual and real

Impacts their academic experience?

Digital competence necessary for credibility

Tech services engage

Tech connections help persistence.

Stressed

Busy, busy, busy!

Too many expectations

Work, money, debt issues

Concerned about future

No down time

Mental health issues

Inadequate skills.

College outcomes?

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.

Spellings Commission on the Future of Higher Education

August 9, 2006

Outcomes- Graduates are underachieving in learning to communicate, critical thinking and problem solving, character development/ "moral reasoning", citizenship, appreciation of diversity, ability to understand and participate in a global society, development of "broader interests" (lifelong learning) and in preparation for career. Derek Box, 2006

Working with Today's Students

Improve Student's Future Orientation

Adaptable, not resilient- might turn away at signs of difficulty

Shove them into the future with clear maps

Clear explication of what students need to do, and when they need to do it

"Admission geared to graduation" "Starting with the end in mind"

Four semester schedules?

Improved links between courses

Celebrate milestones- outcomes

Persistence/ retention, completion, success.

Individual Goal Setting

Clear identification of “talents”
interests- what they want to do
competencies- what they can do
aptitudes- what they may be able to do
expectations- what they will be required to do

Link to “real world”

Education is not the “real world”

Rely on

external
objective
quantifiable measures.

Workplace imperative

Student’s goals are work/ money related

Unrealistic workplace expectations

Meaningful work preparation

hard skills- profession

soft skills- communication

“work ethic”- “commitment”

Improve the links of all faculty to workplace

Use peers to communicate workplace expectations!

Doing What Works- Best Practices in Intake and Intervention

Honest recruitment

Seamless admission (“fall into” model)

“Rapid integration”

“Starting with the end in mind”

“Investing in the front end”

Required orientation- extended, peer led

First year experience/ college success classes

Placement testing/ appropriate classes

Developmental/ remedial courses

Intrusive developmental advising

Managing transitions

Early alert systems/ support interventions

Increasing availability of support services

Increasing student use of support services.

Best Practices- Social / Campus culture

Increasing membership/ integration

Increasing student time/ involvement on campus

Increasing student work opportunities on campus

Increasing student-to-student interaction

Increasing student-to-faculty interaction (especially out of class, on subject)

Connecting curriculum and co-curricular activities

Caring attitudes of faculty and staff.

How do you turn someone into a ...?

Preparation for the real world

Knows a body of information

Skills- can do certain things

Shows certain Values and ethics

Impact entire person

Pedagogies of Formation

Professional Education

KNOW a professional body of knowledge

What is critical?

What changes?

They can be told, or they can find the information

"No information without application."

Set of SKILLS to perform professional functions

Mechanical/ physical actions

"Habits of the mind"- think like a ____."

scientific model, evidence over opinion, rational

Showing, modeling, perfect practice

"Skills must offer future benefits to be valued."

VALUES and ETHICS

personal beliefs/ professional ethics

Requires transparency so beliefs are visible

Opportunities to articulate worth/ values/ ethics to others allows them to find the

words they need to hear to convince themselves that this matters.

Identification with the profession and professionals.

Issues in your biz

Gatekeepers

Someone's life may depend on them

Your life may depend on them

You may have to live with them

No "optional" content

100% content recall is required

100% skill competence is required

Teaching for lasting change

Engagement

- no passive students

- prefer media to reading, "studying"

- increase activity in class.

Activity

- increases learning at all levels

- increases integration, engagement.

Learning options

- choices that meet their preferred learning styles

methods, times, sensation

- media for content out of class

- activity in class.

Class time

Too much time in most classes is spent on the transmission of information
Most class information can be accessed from other sources at other times
Class time too valuable to spend transmitting information
Need class time to work on skills and values
If they have real need for information in class, they will bring it
If they know what you want them to bring (specific assignments).

Learning requires engagement

“People are disgruntled by surprises, not expectations”
Spend more time explaining processes and expectations
Expectation of
 Preparation/ Attendance
Attention/ Engagement
 Participation/ Activity
 Cooperation/ Accountability
Early understanding fosters compliance
Get them to say that they understand and that it matters and they will comply.

Effective pedagogies

Rituals/ patterns- routine context to offer novel content
Limit lecture/ teach with activity
Student visibility/ transparency
Use new tools/ technology
“No information without application”
Cooperation/ accountability
Balance individual and group work
Multiple learning options
Have clear skills outcomes
Use external learning measures
Students identify desired career
Students have clear understanding of career role expectations
Good connections with workplace to communicate workplace expectations
Good placement networks
Good workplace feedback loops
Active professional organizations.

Questions/ Comments?

Resources?

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