

Meet Generation NeXt

Understanding Today's Students

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Generation NeXt

Starting in 1982

Up to 26 years old now

"Baby Boom Echo"

Huge cohort

"Clever family" profile

Like Gen X? Probably not

Wanted, precious, protected children.

Who are these students?

Are they different?

Are they really as different as they seem to be?

Lifestage- like we were at that age?

- Developmental experiences

- Physical

- Neurological

- Parenting

- Social/ Cultural.

No criticism

Data on "modal" traits.

Diversity

Heterogenous group and traits

All impacted by cultural trends

Ethnic/ cultural issues

- fluency

- references

Socio/ economic issues

- under-prepared

- under-confident

- under-supported

Developmental stages vary

Abilities/ competencies vary

Digital divide.

Warning about Generalizations

Diverse group- not all like this

All data/ "Modal traits"

No stereotypes

Generational "persona"

No criticism !

No blame !

No excuses !

Diagnostics- solutions?

How do these issues impact their reaching goals?

How do these issues impact our teaching them?

Great truths

People do what has worked for them in the past.

People expect what they have gotten in the past.

Doing the same thing will usually bring about the same outcome.

When people don't get the same outcome, they become disoriented and upset.

Why and how have conditions changed?

Parent issues

"Doing for" child

Over protective

- successful?

Monitoring (them/ us)

In constant contact

Interferes developmentally

Cheating?

"I couldn't do it on my own"

"Someone will take care of me."

Development/ outcomes

1. "Parent as friend"/ no authorities
"Rational/ counseling model", fewer consequences, impacts "minding"/ "respect"
2. Expect options/ choices
Value own opinion, self-importance
3. Constant programming
Much less unstructured time, self-supervision, relationships, reflection, imagination
4. Limited utility
Responsibility, self-efficacy, "community"

Positive

1. "Unlimited horizons"
Positive, unrealistic, easily frustrated/ disappointed
2. Self-esteem programming
Limited feedback/ consequence, sensitive to criticism (mean), overrate own skills
3. Self-importance/ self-interested
Expression, value own opinion, expect immediate service
4. Personal excellence
Good enough already? Why change?

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% of students agree

Entertainment orientation

High need for external stimulation

Decreased expectation of ever having to do anything other than exactly what they want to do.

Tech oriented/ High stimulation

"Gen Net", "Digital natives"

Live on-line

Connected/ social networking

"Media multiplexity"

Different attention issues

easily bored

high stimulation or interactive

(or shut down)

Prefer tech/ text to F2F

Blur virtual and real

Tech oriented (cont.)

Written a paper?

very different process for today's students

Future will be also tech dominated

handwriting?

Retrieval vs. knowledge

Benefit from tech options.

The Talent Issue

Want to "be able to"

"If I had talent I could do that easily."

"Static" traits

Effort is a sign of no talent

"I'm just not good at that."

Relationships

Lack of skill development through unstructured unsupervised play

Close to parents

Reliance on close circle of friends

"Enclaves" (cliques)

Social networking/ Digital connections

"Virtual love" on-line

Lots of peer pressure

bullying, hazing, sexuality

selective exclusion

Issues with intimacy development

"Non traditional" relationships

lots of models.

Prep issues

According to ACT (and others)

Core courses lack rigor to prepare students for college coursework success

especially in math/ science

Students identified as "college ready" often are not

"Walk across the stage wearing a gold braid, and need remedial courses in college"

K - 12 Education

Most have experienced academic success with little effort

Expect academic success with little effort in college

Expect work to be fun and easy.

College processes/ outcomes

Most college courses represent a systematic failure to create a learning environment that promotes meaningful, lasting student development. Why learn? John Tagg 2004

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

“Most colleges are seriously out of step with the real world in getting students ready to become workers in the postcollege world.”
TIME

Workplace issues “a pandemic of workplace unreadiness as today’s graduates are unable to think long term, handle details or delay gratification” Mel Levine 2005 “Ready or not, here life comes”

Gen NeXts’ Envable strengths

Positive/ confident/ optimistic

Generally happy

Few family issues

Fun/ lovable

Direct communication

Worthy, “OK”

Rate own skills highly

Adaptable/ pragmatic/ efficient

Environmental/ “green”?

Tougher than they look

Questioning

Here.

Teaching Generation NeXt

Work “up”- high expectations bring high results

Educational taxonomies

Academic skills

Intellectual abilities

Behavioral expectations

Citizenship expectations

Character development.

Developmental Parenting Education

Allies in student success

Improve their skills in parenting

Working toward independence

“How to work with professionals like us.”

“How to let kids handle things themselves.”

“How to talk issues through (instead of offering advice)”

“When to intervene (and when not to intervene).”

“When to rescue (and when not to rescue)”

The Developmental Mandate for parents

“What we are about.” Our shared goals.

“Helping students develop meaningful skills in”

mature critical thinking

problem solving

relationship management

emotional management

personal responsibility

citizenship

work skills and attitudes

How does their intervening impact this?

“Unlimited horizons”?

Not true- they can be something, but not anything

Expectations of ease

Improving future orientation

Improving career awareness

Future plans

Developmental needs

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”

Available/ needed

Education is not the “real world”

Rely on external, objective, quantifiable measures.

Reading Matters

Brain plasticity
"Makes people smarter"
"Brain fitness" model
Transfer of information
Neurologically normalizing
"Quiet"/ low stim
Learned skill
Acquired taste
Content issues....

Managing Esteem issues

"Praise junkies"
Junk praise
May have inflated ideas about abilities, skills
Will eventually resent it
Expect defensiveness to criticism
Insensitivity precipitates escape
Be HONEST, NOT HARSH
Procedural (learning or business goals),
and developmental goals (for them)
Value person, evaluate performance
1. Effort- tried/ best effort?
2. Immediate outcome- based on rubric
3. Competence- for what criterion/ why?
Sandwich Feedback
1. Praise for something good they have done
2. Correction that relates to their goals
3. More praise and the expectation of success.

Improving College Readiness

Hopefully college will become active and relevant
Take a more rigorous core
Teach with technology
Realistic career planning
Plan for appropriate college placement
Academic readiness, Vocational plans
Economic ability, Social readiness
Academic best fit
Lots of options
Remember that college is really "school"
Vocational/ technical training...

Impacting learning

Knowledge - Skills - Caring
High stimulation/ tech engaged
Interactive
Useful
Learner centered, not subject centered
teach students, not topics
The Utility Imperative
no information without application
Mastery learning
clear rubrics/ self grading
continue to competence
recovery options
must be hard enough to challenge best
students, so not students probably won't get
As
Less content/ more reasoning
retrieval vs. knowledge
problem solving/ critical thinking.
More activity
no passive students!
construction, not delivery
peer teaching/ team learning
more asking, less telling
More space for reflection
necessary for deep learning
critical thinking
creativity.

Teaching with Technology

Necessary for college and workplace success
Every class should be a hybrid class
Tech/ on-line components
The rise of on-line learning
Found resources
web sites, iTunes University, YouTube U
Created Resources
MP3 and MP4 podcasts
Voice over powerpoint
Blogs, Wikis, Moodle
Retrieval vs. knowledge
Move knowledge level content out of class to free
class time to work on high level skills.

Help the Boys

Do worse than girls in school
Like school less than girls
Good aptitude/ poor performance
Only 3 of 7 college grads. are male
School is a "grls world"
Rewards being verbal, compliance, quiet
"Boyhood" is diagnosable
Punished activity, volume, competition
Less "boy" stuff- recess, play after lunch, PE,
casual/ less competitive athletics
Few male teachers, especially in early grades
More activity/ project based learning
Gender segregate learning?
Broaden career options- trades.

Learning vs. learned

In times of change, the learner will inherit the earth
while the learned are beautifully equipped
for a world that no longer exists." Eric
Hoffer

Welcome to School 2009

New students
New needs
Different future
Different tools
New approaches required of most people
How about you?
Must do the best we can do
No work is more important
We can offer students, schools and world nothing
less.

Questions/ Comments? Resources?

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