Engagement Exercises for Millennials

Janet Watson

Lisa Feldman

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Workshop structure

- Introductions and goals
- Foundational concepts
- Millennial overview
- Teaching frameworks and Haas truths
- Wrap up

Definition of learning outcome

- Learning outcomes identify what the learner will know and be able to do by the end of a course or program.

Exercise

1. Write down two to three learning outcomes for your course (5 minutes)
2. Turn to the person next to you and discuss them (5 minutes)

"By the end of the course, students will be able to ..."

Good teacher/bad teacher

Generations

- Greatest Generation   b. 1901-1924
- Silent Generation   b. 1925-1945   39M
- Baby Boomers   b. 1946-1964   78M
- Generation X   b. 1965-1979   62M
- Millennials/Gen Y   b. 1980-2000   92M
- "Gen Z"   b. after 2000

Each generation expects the others to share its values
… and is disappointed.

Differences

- Relationship to technology

- Loyalty to employer

- Relationship to parents/authority

- Attitudes toward ambiguity or change

- Motivations

What do people say about …

Need constant feedback and praise

Can't spell

Always plugged in and multitasking

"Millenials"

Too casual/overly familiar

Parents are too involved

Act entitled

Get bored easily

Ask too many questions about how to do things

They don't want to work the hours we need them to work

What could we say about …

Will get us out of this mess we created

Will take us to a future we can't even imagine

Will improve how business gets done

"Millennials"

They want to share with us, too

Make us better teachers and managers

They keep us current and on our toes

Their brains are wired in a way we can appreciate but not understand.

Behaviors and values

Behavior
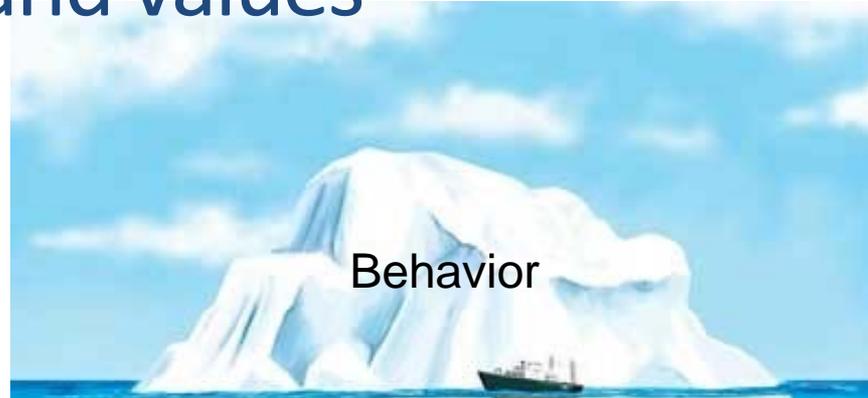
Millennials   b. 1980-2000

- Highly influenced by parents
  - Expectation of clear structure
  - Respect (credible) authority
  - Frequent (positive) feedback
- Interpersonal style:
  - Collaborative
  - Highly connected – relationships mediated by technology

Millennials, cont'd

- Time is valuable
  - Wants to get things right the first time
  - Finish work and live life
- Motivation = Personal: "Does it fit with my goals?"
  - Values-based and idealistic: connected to a mission
- Digital natives

What we strive for in the classroom

- Focus on quality and impact of work
- Appreciation of personal work styles
- Highly responsive
- Inclusive of diversity
- Reminder of importance of having higher purpose

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Another way to frame it …

Explain teaching and learning their coursework
as a process:

- FOR **WHAT** … reason

- SO **WHAT** … why important

- NOW **WHAT** … the actual tie in to real world

*"If we don't understand the material
by the end of class time, we think, 'bad teacher.'"*

Principles

- Clarity of expectations & instructions (focus on quality) = learning outcomes!

"Course goals, structure were very unclear through the semester leading to limited understanding and frustration."

Connect homework and in-class activities

- Doing homework loses credibility if not discussed in class
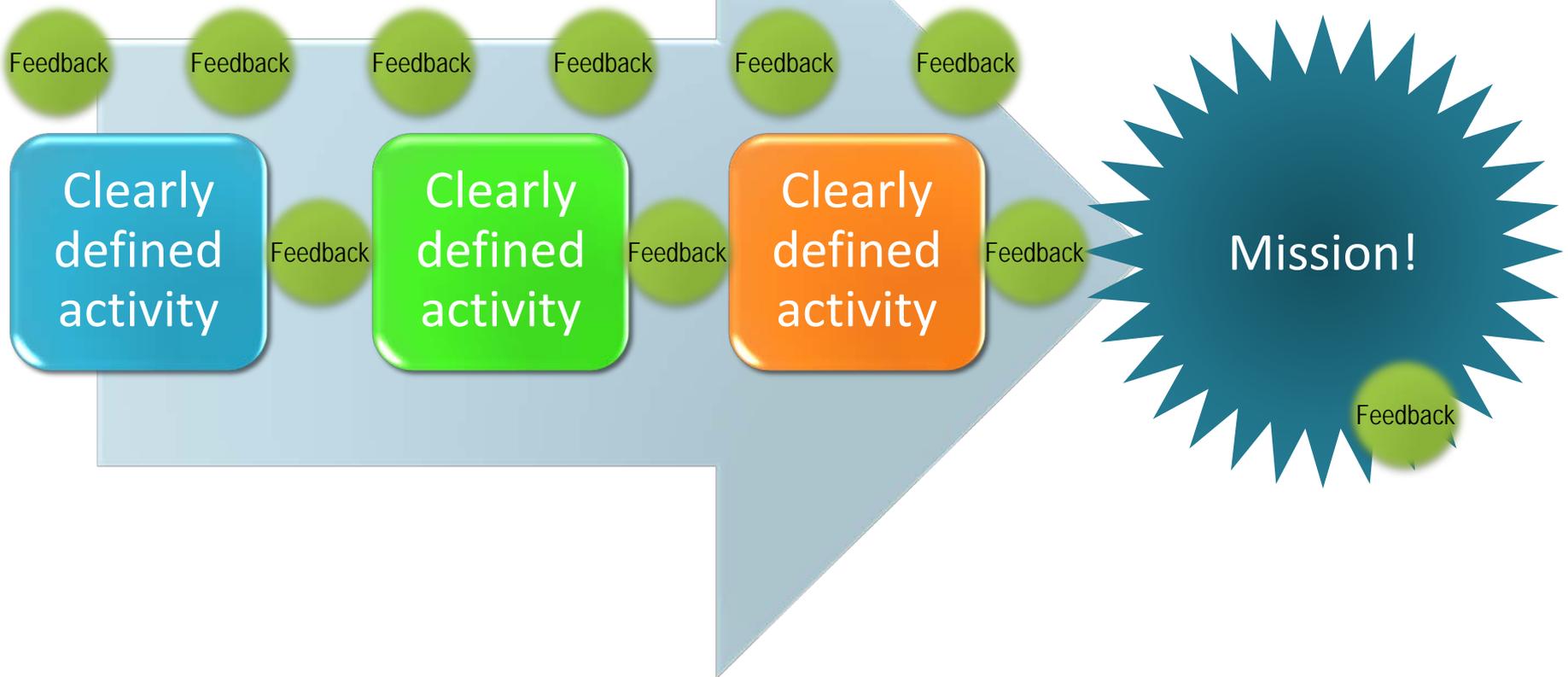
    "I'm not even buying textbooks any more."

- Use "force points" to communicate importance to students

    "We are extremely committed and incredibly lazy."

    "Force us to do the problems weekly."

Frequent and relevant feedback

"Pop quizzes provide us with immediate feedback on what we should know and if we know it."

Feedback   Feedback   Feedback   Feedback   Feedback   Feedback

Clearly defined activity   Feedback   **Clearly defined activity**   Feedback   **Clearly defined activity**   Feedback   **Mission!**

Feedback

Managing the room

- Expectation of instructor's public speaking skills
- Who talks, when to cut off discussion
- Promote balanced discussion: decide before the class whom you will call on

"Forces you to raise your hand only when

you have something good to say"

- Hold them accountable (cell phone use, not paying attention, showing up late)

Cited as best practice:

"Do you want to comment on this, <student>?"

Show that you think

- Explain how you thought through a concept
- When asked a question
  - "What does antitrust consist of?"
  - "Is the data on x country available?"
  - "We can talk after class." *"I love that!"*

Effective and efficient use of technology

They want to know you care

- Remain generous with your information
  - Share your other areas of study, research, interests, experience, stories
  - SME = use your credibility over authority

- Be curious about how it is received
  - Know you teach students – not subjects
  - Take time to listen and hear and connect
  - Myriad personalities – integrate with exercises
  - Don't be demeaning

"I have to get through all my slides"

"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"

Engagement-Question-Dialogue

Student-centered discussion (SCD) as a teaching tool

Promotes:

- Active reading

- Articulating thoughts

- Interpersonal skills

- Higher order thinking

- Deepens understanding of course content

- Focuses ideas/insights

Stimulates thought

- Can students integrate across constructs to create new ideas/insights?
  - **Synthesize**-integrate-formulate-develop-design
- Can the students justify/defend a position?
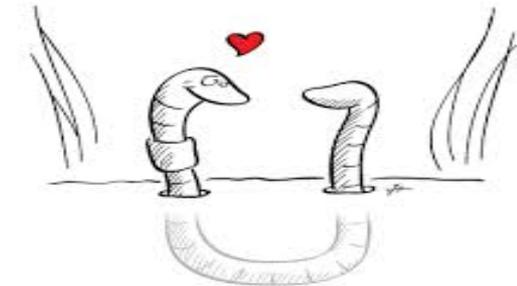 - **Evaluate**-manage-organize-propose-construct

Exercise

1. Take a minute to read handout…
2. Form your groups – see number on corner
3. Read and think about questions
4. 4-5 minutes for discussion

Questions:

- The author mentions "a useful heuristic" –share how you would use this "assisting in discovery" in your class.

- Are Millennials narcissistic? Why/why not?

Your role

During the exercise:

- Observe and note

- Share power – be patient

Afterwards….

- Recap

- Highlight gems

- Reflect on discoveries made

Benefits of SCD as a teaching tool:

- In class exercise to reinforce subject matter
- Shared power-students lead discussion
- Creates dialogue
- Experiential learning
- Vary length from 15-30 minutes
- Can be used in large and small class settings
- Break in lecture format
- Highlight current event relevant to material

Wrap up