

The Entitlement Generation Implications for the Classroom



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Learners of the 21st Century: Who are they?



“Each generation is defined by its life experiences giving rise to different attitudes, beliefs and sensitivities” – Oblinger, 2003, p. 38

Mindset of each generation influenced by:

- societal norms
- political events
- economic conditions
- world events / historical crises
- familial experience/parenting styles

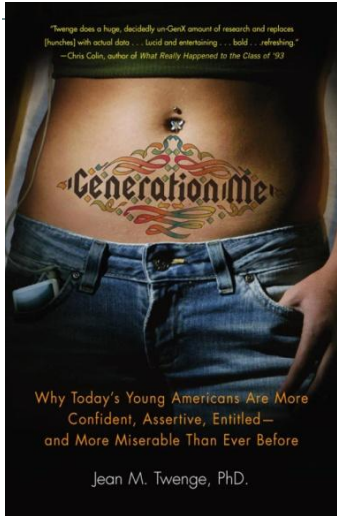


Agenda



- **Setting the Context: My Narrative**
- **The Entitlement Generation (Millennials)**
 - How do we slice it? | Labels
 - What do we know? | How sound is the data?
 - The Millennial Context – Shaping Factors
- **Living in a Mediated World: Millennials & Technology**
- **Considerations/Strategies for teaching and learning?**

My Narrative of the Entitlement Generation



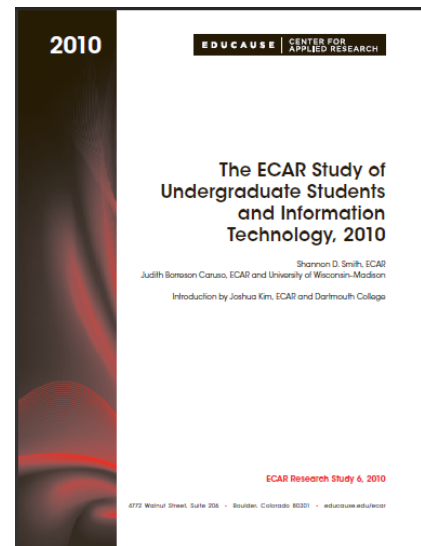
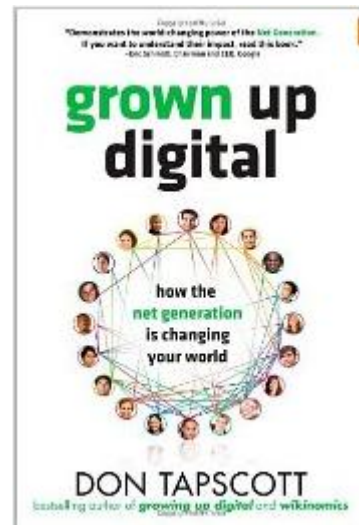
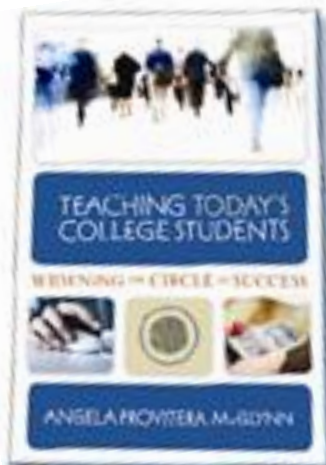
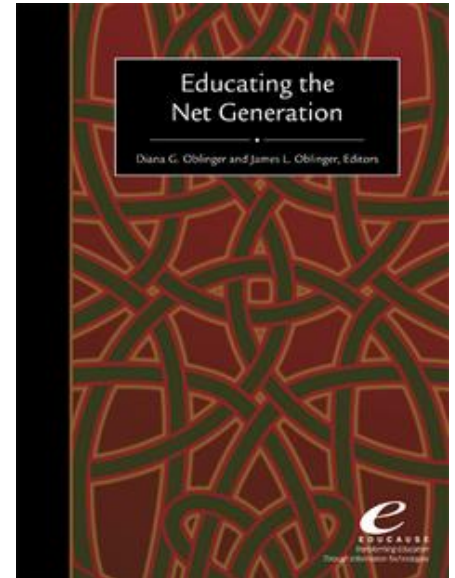
Educating the Net Generation

Faculties | A-Z Directory

- Overview**
- Publications**
 - Papers Published
 - Presentations
 - Press
- Investigation**
 - Questionnaires
 - Results
- Team**
 - Bios
- Implementation**
 - Case Studies
 - Evaluation
- Outcomes**
 - Handbook
 - Toolkit
 - Workshop
 - Community

Educating the Net Generation

Educating the Net Generation is a collaborative project involving the University of Melbourne, the University of Wollongong, and Charles Sturt University. The project, funded by the Australian Learning and Teaching Council, began in 2006.



Across the Generations



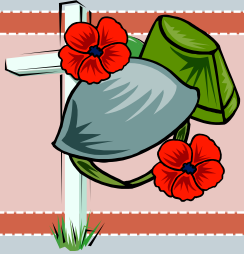
Matures
1900-1945

Boomers
1946-1964

Gen X
1965-1981

Millennials
1982- 2002

Across the Generations



Matures 1900-1945

- Children of depression, two world wars, savers \$\$ - rebuilding economy
- Values: commitment, hard working, conformity, obedience, law/authority



Boomers 1946-1964

- TV generation, early ME generation, period of prosperity - buy now pay later
- Optimistic, competitive, "can do" attitude, get involved, laziness = BAD, company loyalty



Gen Xers 1965-1981

- Internet generation, weak national economy, \$\$ be cautious – save!, un-/underemployment, highly educated, competitive job market
- Informal, skeptical, independence and individualism valued, good times



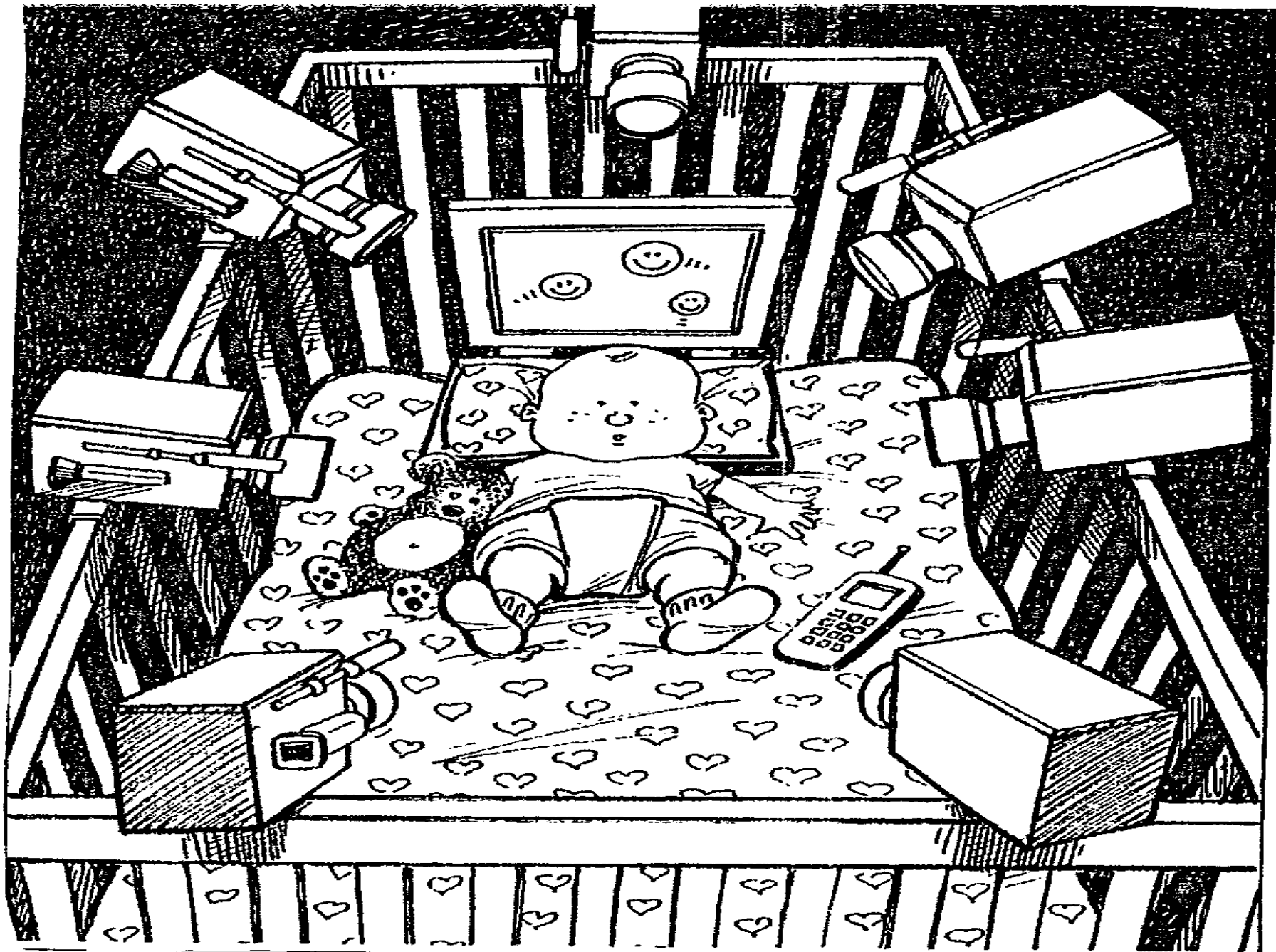
Millennials 1982-2002

- \$\$ - earn to spend, confident, social, maximize fun/experience (it's all about me)
- Independent, good negotiators, high expectations (perhaps unrealistic)



“Each generation usually thinks of its own members as the standard of comparison.”

(McGlynn, 2007, p. 44)

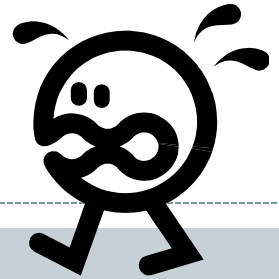


Millennials are Pressured



- more pressure: competition, intensification, super-complexity
- pushed to: succeed, attend college, make choices, choose careers - “pay-off” – live the dream (how real?)
- achieve now: attend right school, meet the right people, get involved
- structured activities – involved (> parental in/affluence)

Millennials are More Anxious



“Generation Me has so much more than previous generations – we are healthier, enjoy countless modern conveniences, and are better educated, but ... [we] often lack other basic human requirements: stable close relationships, a sense of community, a feeling of safety, a simple path to adulthood and the workplace.” (Twenge, 2006, p. 136)

“going thru a time of depression is normal”
– a rite of passage (Twenge, 2006, p. 106)

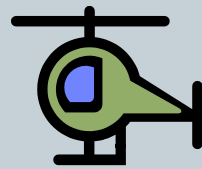
Millennials are Sheltered



- parental focus on well-being has been a focus of “health and safety” legislation



- boomer parents have “over-protective” tendencies – they “hover”



- time is structured – little down time – no time to get in trouble



**"YOU GET FIVE MINUTES BETWEEN SOCCER AND PIANO?
WHAT DO YOU DO WITH ALL THAT FREE TIME?!?"**

Millennials are Special (misaligned ambitions?)



- generation of “wanted” children; central to parents’ sense of purpose
- Boomer parents waited till more financially secure to have children – children are consumers
- enjoy strong connections with parents; identify with their values (stay longer at home – delayed adulthood)
- raised by parents who “bought into” the self-esteem movement – feelings and emotions are important
- hit over the head with an individualistic ethos (translation: It’s all about me! I’m number one!)

Millennials are Team-Oriented



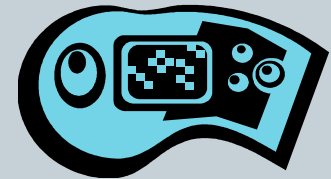
- believe in collective power (political vs. civic?)
- group learning/being organized in teams is familiar to them (though not always liked)
- have established tight peers bonds supported by communication technology (e.g., Facebook, IM)
- more inclusive

Millennials are Multi-Taskers



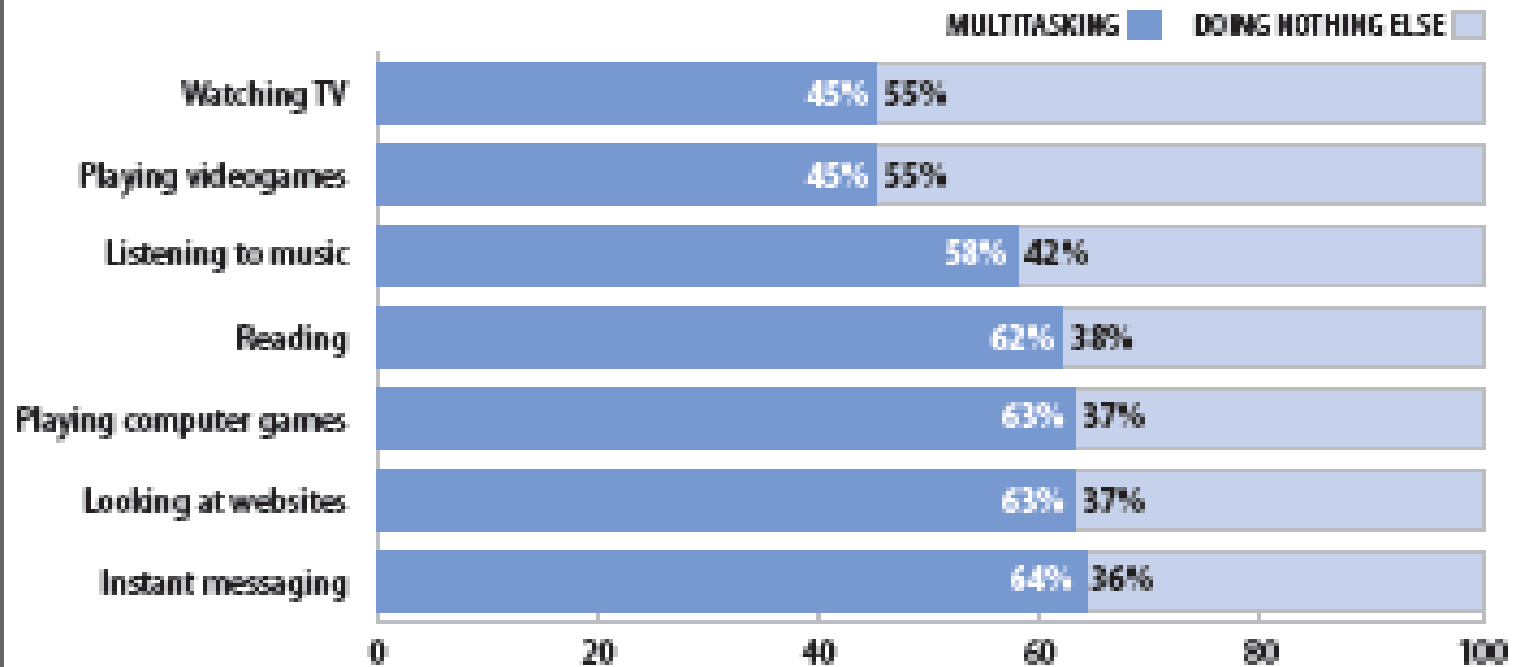
- Multi-tasking – the act of juggling several tasks at once, as opposed to working from task to task in a linear fashion

(www.netdictionary.com/m.html)



Millennials and Multi-tasking

PERCENT OF TIME YOUNG PEOPLE SPEND MULTITASKING WHEN THEIR PRIMARY ACTIVITY IS:



NOTE: The multitasking proportions in this chart are based on the proportion of time, for each primary medium, that a child did not indicate that their secondary activity was "nothing else."

But

- “Research shows that while we can perceive two stimuli in parallel, we cannot process them simultaneously”
- “When we perform two actions simultaneously, we devote reduced resources to each one”

Source: Foehr, 2006a, p4

- [Podcast](#) – Multitasking – What the research (on the brain) says!

Millennials and Technology



- “on the Internet, nobody knows you’re a dog!”



Zoë Caron – Facebook Account Picture

Ownership and Use of Computers

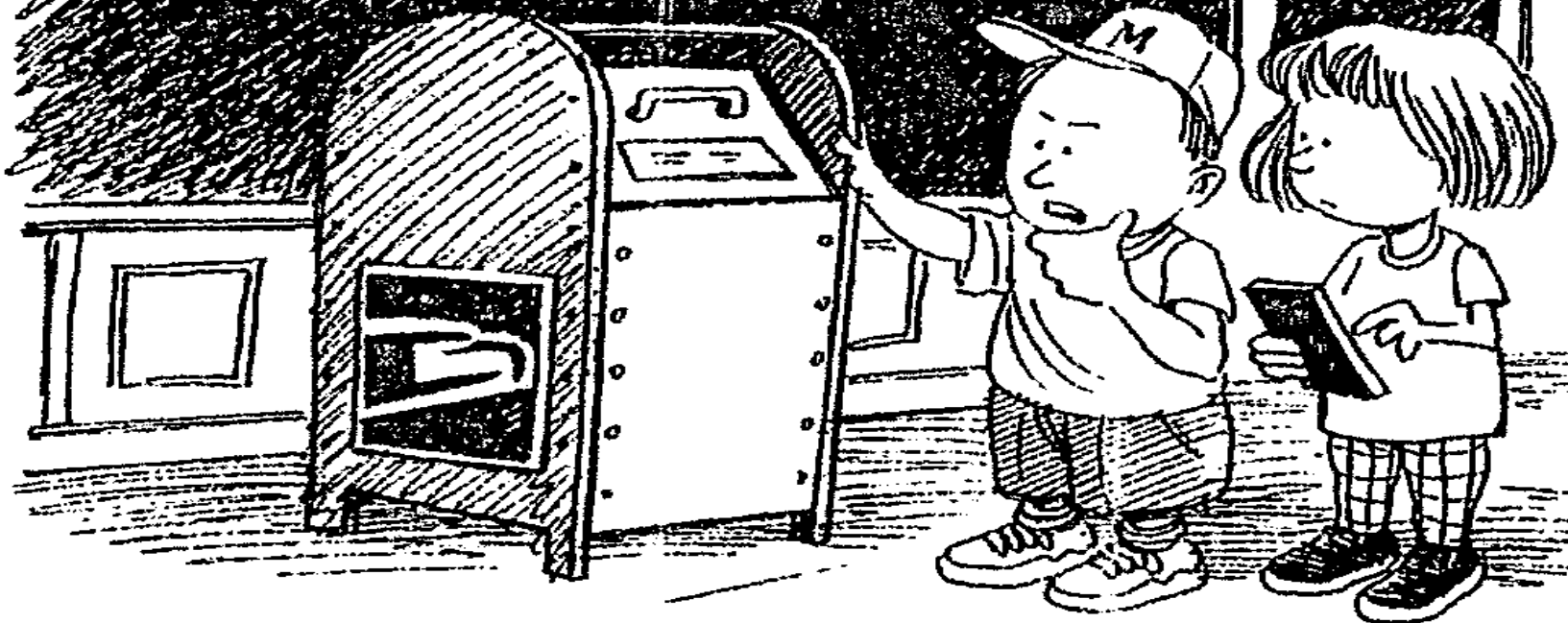


- 98% own a computer (four years running)
- Desktop ownership decrease 27%
- Laptop ownership increased 23%
- 79% of freshmen – laptop < 1 year old
- 52.3% all respondents – computer <1 year old (both)



ANTIQUES

OPEN



"WHAT'S THIS THING FOR?"

IT Activities



Work, School, Recreation

School Alone

- Library website 94.6% (wkly)
- Presentation software 93.8% (monthly)
- Spreadsheets 86.8% (monthly)
- Course management system - NA

- 73.1%
- 66.5%
- 46.3%
- 70.4%

IT Activities W2009



School, Work, Recreation

- SNS 90.3% (daily)
- Texting 89.8% (daily)
- Wikis – 41.9%*
- IM – 74% (wkly)
- Blogs 38.3%

Smith et al., 2009 ECAR

School Alone

- 27.8%
- NA
- 25.3%
- 18.3%
- 11.5%
- 15.5% graphics software
- 5.8% podcasts

* = contributed content

Student Perceptions of IT in Courses



- **convenience is number one** – how can it help me?!
- 49.4 % agree/strongly that IT in classes improves learning
- 11.5% disagree/strongly that IT in classes improves learning
- 55-60% of students want a moderate amount if IT (consistently reported b/w 2004-2009)

Information Age Mindset



- technology is like air (Tapscott, 2009)
- reality is no longer real
- handhelds (other media) for continuous connection
- consumer / creator lines are blurring
- interactivity, customization, and creation
- trial/error mode of reasoning (Nintendo logic)
- graphic and virtual expression (not just text)
- multi-tasking is a way of life
- zero tolerance for delays

Educating Millennials



Things to think about!

Technology considerations



- high users of established technologies
- emerging technologies: ++ potential for supporting student learning
- **alignment** - pedagogical, technical, administrative
- educational application requires skill dev't/literacy
- diversity b/w student-faculty preferences for and use of technology in higher education
- policy implications (e.g., IT, FIPPA, T&L)

Learner Characteristics....?



- learn to pass the test versus love of learning
- ambitious career aspiration, but do they have a plan?
- entertainment generation – easily bored “doers”
- hold traditional views of where teaching/learning takes place – and whether includes technology (teacher as expert)
- rules are perceived as guidelines – no personal/moral commitment to follow through

Implications for Teaching and Learning



- How can we best support/work with Millennials in the teaching and learning environment?
- How can we leverage the Millennial experience to rethink how we teach and learn in higher education?
- What strategies have we already developed?
- What can we learn from one another?
- Refer to strategies handout

Mindset of Entering Class of...?



- I'll take Generation Me for \$100 Alex!
- Question: How do I find out about what experiences have shaped and informed the mindset of millennials?
- Answer: Beloit College Mindset List (American focus but insightful) <http://www.beloit.edu/mindset/>
- Millennial Quiz (PEW) <http://pewresearch.org/millennials/quiz/>

Resources



- Educating the Net Generation
<http://www.netgen.unimelb.edu.au/outcomes/handbook.html>
- ECAR Study of Undergraduate Students and Information Technology
<http://www.educause.edu/Resources/TheECARStudyofUndergraduateStu/187215> (2009)
<http://www.educause.edu/Resources/ECARStudyofUndergraduateStuden/217333> (2010)
- Digital Learners in Higher Education: Implications for Teaching, Learning and Technology
<http://digitallearners.wordpress.com/>

7 Things You Should Know About... (tech briefs)



- provides concise information on emerging learning technologies and related practices
- Each brief is:
 - jargon-free
 - focuses on a single technology or practice
 - describes: What it is | How it works | Where it is going | Why it matters to teaching and learning
- e.g., microblogging, wikis, ning, voice thread, RSS
- <http://www.educause.edu/7Things>

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Educational Strategies for Millennials:

It's all about good pedagogy!



“Teach the students you have, not the students you want.”

INSTRUCTIONAL CHALLENGE	STRATEGY
Entitlement in General	<ul style="list-style-type: none"> - engage students in honest discussion about what it means to be successful in a university context; socialize students to their responsibilities as learners and the effort required to be successful – link with your philosophy of teaching/learning - acknowledge that a university education is expensive, but talk about what it means to be educated, what their degree means, the satisfaction that comes with working hard, doing a good job and seeing the results of their efforts (a university degree is not just a piece of paper or a ticket to a good job) - make expectations explicit (begin with your syllabus) and clearly articulate how classroom activities (including readings)/assignments/learning outcomes align - give students something to lose by negotiating (e.g., if you re-evaluate a paper – have as a policy that their grade could go up, down or stay the same) - provide examples of “excellent” work – show them what level of “quality” you expect in your course, at a university level (what does an “A” versus a “C” paper look like?) - ask students to make their case first in writing – require students to articulate where and why they think they deserve more – helps diffuse emotion and give you (the prof) something to work with (a rubric can further aid requests for grade changes)
Expectation for Immediate Response	<ul style="list-style-type: none"> - set clear expectations for performance and behavior in class right from day one and reinforce throughout the semester - involve students in setting a course code of conduct (do as a group activity) and refer back to it as necessary throughout the course; start by asking what makes a “good class” and discuss perceptions/attitudes about what students, the academy and you consider “civil” and “uncivil” both intended and unintended (refer to: http://apps.medialab.uwindsor.ca/ctl/CELT/vol2/CELT10.pdf) - institute a communication policy that sets boundaries of when you will respond, how soon, and by what mode (be accessible)
Group Work	<ul style="list-style-type: none"> - involve students in the setting of a group contract; evaluate their group process (with students) according to contract - incorporate an individual and group component to the grade, for example of how to distribute/divvy up a group grade see: http://www.tss.uoguelph.ca/resources/onlineres/CAQarticle.pdf - connect team/group assignment to community service/need or an organizational project - provide in-class time for groups to meet and connect with professor - set-up online meetings spaces in you course management system, via Elluminate/Skype - make known online collaborative tools (e.g., wiki, Google doc) students can use to craft group documents

<p>Grade Requests Make-up Assignments</p>	<ul style="list-style-type: none"> - incorporate a mastery approach to tests and assignments - develop staged assignments that structure/pace assignment completion and build in mechanisms to provide regular feedback (e.g., peer to peer with rubric, instructor, self); require students to incorporate feedback in successive stages or versions - provide grading rubrics that spell out criteria for A,B,C, D, F level of work - require students to self or peer assess using provided rubric (e.g., in-class activity; using peer review feature in turnitin.com) - implement a grade review policy that includes a minimum 24-hour clause before approaching the professor; add to this that students have to prepare in writing, with evidence, why they think they should receive a better grade; you could further caution that a grade reassessment could go up/down/or stay the same - for smaller multiple assignments, consider dropping the lowest grade
<p>Trial and Error Approach to Learning</p>	<ul style="list-style-type: none"> - incorporate problem solving/discovery based/case-based approaches to teaching and learning in your classroom - incorporate simulations, in-class/out-of-class learning activities, testing options that allow students to self-test - provide another means for students to revisit material/practice application of knowledge and skills (e.g., in/out of class activities, podcasts, screencasts, textbook companion websites and resources for media used in class) - make explicit/articulate how a person in your discipline operates (i.e., solves problems, critically reads and thinks in your discipline) Here are five critical reading questions to get things started. Model and practice in class. Add disciplinary specific questions. <ul style="list-style-type: none"> - What is the general theme or topic under review? - What issue(s) is being discussed? - What position does the author take? - What evidence does he/she offer? - What is the quality/soundness of the evidence?
<p>Student Detachment / Lack of Motivation</p>	<ul style="list-style-type: none"> - incorporate examples that are contextually and locally relevant to students (e.g., if US textbook, find local, regional, Canadian examples); relevance is key to motivating learners - situate learning within context / discipline / profession – especially in programs that have a building block approach to curriculum where theory is heavy in year one and two - relate theory to practice via examples, in/out of class activities/assignments - incorporate service learning opportunities – make learning real in practical / applied terms - provide opportunities for guided reflection; how does the material relate to them? The big picture? The discipline? The Profession? - involve students in peer teaching/assessment – create a learning environment where they are responsible not only for their learning but that of their peers’ (e.g., grade students based on quality of feedback they give their peers on writing assignments, engaging their peers during presentations, contributing examples, ideas, current events to the classroom dialogue, asking thoughtful questions in-class or via a question box (virtual or in-class) - incorporate multiple modes to disseminate information, construct knowledge, develop skills; make connections (e.g., film clips, PPT, pictures, graphics, current events, news feeds)
<p>Developing Students’ Writing</p>	<ul style="list-style-type: none"> - develop their knowledge and skills for their respective discipline. If we want student to think and write like a “geographer” we need to teach them how - provide opportunities for students to practice writing; make it a habit for them – something

	<p>that becomes comfortable and natural; selectively grade student submissions – especially if in large class settings</p> <ul style="list-style-type: none"> - build in writing to learn and learning to write activities regularly (graded or not – but expected nonetheless) - see Linda Nilson’s – <i>Teaching At Its Best</i> or John Bean’s – <i>Engaging Ideas</i> - <u>Writing Exercises:</u> <ul style="list-style-type: none"> - double entry journal – in column A direct students to make notes about the reading/lecture; in column B ask students to make note of questions, reactions, ideas to various points recorded; in lecture, pause after completing a chunk of material and allow students to share notes/teach each other; come back as a class to review/respond to questions - two minute summary of topic – at the end of class or a section of lecture, ask students to summarize key points in a short paragraph with an example if appropriate and a questions they still have about the content (muddiest point); collect and review for responding to after the break, during class, or in the next session - reading response – ask student to prepare a half to one-page summary of the readings for each class (beginner students may need guiding questions and more structure); position it as their ticket to class; build on their work via classroom activities or lecture; incorporate the activity into the grading scheme - stage (break into parts) a writing assignment and due dates to provide opportunities for feedback (peer, self, instructor) and to pace student learning - review the assignment grading rubric with your students and possibly invite students to co-create a rubric (more senior students); require students to complete and hand-in the rubric with their assignment as a check-list/self-analysis - invite the Writing Centre, the Library, Learning Services, other, into your classroom or in the design of an assignment - use the peer editing feature in turnitin.com (anonymous) to facilitate peer-to-peer feedback (works best with a rubric/clear criteria)
Flexibility	<ul style="list-style-type: none"> - offer multiple access points to material – anywhere anytime – e.g., Podcasts; materials and study aids via course management system, other - provide different options for assignments that allows for student creativity, choice, and a chance to put their best foot forward; there are multiple ways to assess various levels of skill and knowledge development – do we always have to go the traditional route? - maximize contact/face-to-face time to address “bottle neck” issues/concepts via lecture and hands-on learning activities; use online delivery mechanisms for students to review and revisit course content; build into grading scheme for maximum results - consider a blended learning approach to your course - Keep in mind that student that during lecture students generally ignore what is being said 40% of the time; students retain 70% of what is said in the first ten minutes of a lecture, but only 20% in the last ten minutes; four months after taking an introductory Psychology course, those who took the course knew only 8% more than a control group who had not
A Mediated World	<ul style="list-style-type: none"> - Incorporate Web 2.0 technologies into the classroom (pedagogy before technology) that engages learners (e.g., clickers/personal response systems) recognizes the as creators of knowledge – e.g., Seminary – a wiki for co-creating a sermon, English – a webpage for sharing an interpretive analysis of text; in journalism – a blog for posting a collection of news stories while learning about a medium used in the field, in Biology – an online photo



	<p>gallery for online sharing of pictures/audio files of beetles for comparative analysis; e-portfolio for creating a customized presentation of linked artefacts associated with the assignment/course)</p> <ul style="list-style-type: none"> - Assignment use of media must be integrated into curriculum and assessment, and supported with the appropriate training for use of technology
Other	<ul style="list-style-type: none"> - align objectives, assessment and your instructional approach - invite past graduates into the classroom to share their experiences - scaffold student learning and purposefully structure their focus/attention - change up the pace/nature of work in your classroom every 15 to 20 minutes - incorporate different media to illustrate a point/draw a relationship to maintain student attentiveness (a precursor to learning/long-term memory setting/recall) - provide learning opportunities that are meaningful, relevant and engaging - create opportunities for individual customization and authorship of content - develop tools to document student learning to maximize what they take away from experiential learning opportunities – even watching a film/clip – deconstruct and document together using a documentation tool students can revisit

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