



# Generational Teaching and Learning

## Resources and Strategies for the GED® Teacher

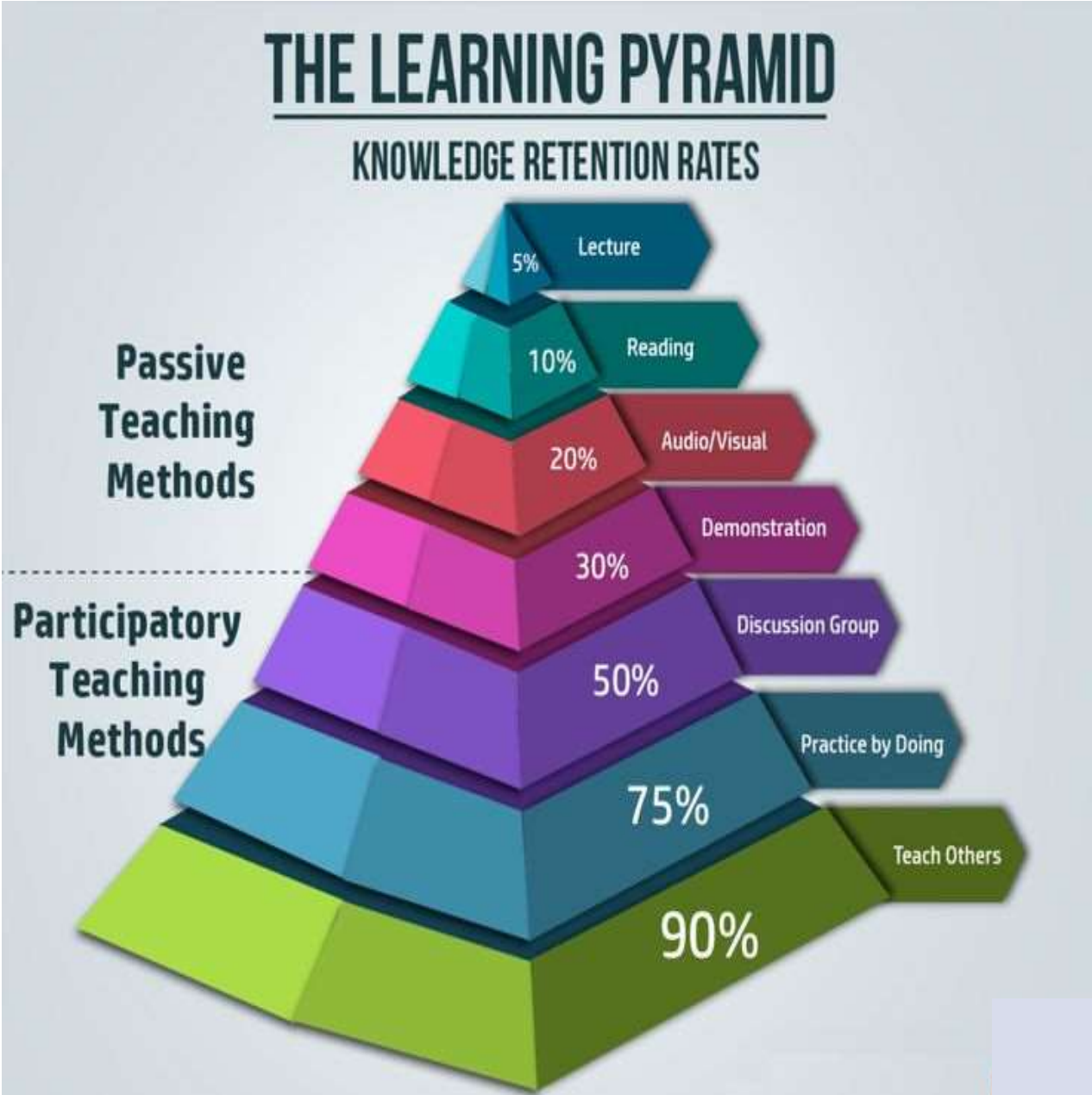
Tuesdays for Teachers – January 28, 2020

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## Pedagogy versus Andragogy

	<b>Pedagogical</b>	<b>Andragogical</b>
The Learner	<ul style="list-style-type: none"> <li>• The learner is dependent upon the instructor for all learning</li> <li>• The teacher/instructor assumes full responsibility for what is taught and how it is learned</li> <li>• The teacher/instructor evaluates learning</li> </ul>	<ul style="list-style-type: none"> <li>• The learner is self-directed</li> <li>• The learner is responsible for his/her own learning</li> <li>• Self-evaluation is characteristic of this approach</li> </ul>
Role of the Learner's Experience	<ul style="list-style-type: none"> <li>• The learner comes to the activity with little experience that could be tapped as a resource for learning</li> <li>• The experience of the instructor is most influential</li> </ul>	<ul style="list-style-type: none"> <li>• The learner brings a greater volume and quality of experience</li> <li>• Adults are a rich resource for one another</li> <li>• Different experiences assure diversity in groups of adults</li> <li>• Experience becomes the source of self-identify</li> </ul>
Readiness to Learn	<ul style="list-style-type: none"> <li>• Students are told what they have to learn in order to advance to the next level of mastery</li> </ul>	<ul style="list-style-type: none"> <li>• Any change is likely to trigger a readiness to learn</li> <li>• The need to know in order to perform more effectively in some aspect of one's life is important</li> <li>• Ability to assess gaps between where one is now and where one wants and needs to be</li> </ul>
Orientation to Learning	<ul style="list-style-type: none"> <li>• Learning is a process of acquiring prescribed subject matter</li> <li>• Content units are sequenced according to the logic of the subject matter</li> </ul>	<ul style="list-style-type: none"> <li>• Learners want to perform a task, solve a problem, live in a more satisfying way</li> <li>• Learning must have relevance to real-life tasks</li> <li>• Learning is organized around life/work situations rather than subject matter units</li> </ul>
Motivation for Learning	<ul style="list-style-type: none"> <li>• Primarily motivated by external pressures, competition for grades, and the consequences of failure</li> </ul>	<ul style="list-style-type: none"> <li>• Internal motivators: self-esteem, recognition, better quality of life, self-confidence, self-actualization</li> </ul>

# The Learning Pyramid



# Basic Learning Styles Inventory

## Learning Style Inventory

**Directions:** Circle the letter before the statement that best describes you.

1. If I have to learn how to do something, I learn best when I:

- (V) Watch someone show me how.
- (A) Hear someone tell me how.
- (K) Try to do it myself.



2. When I read, I often find that I:

- (V) Visualize what I am reading in my mind's eye.
- (A) Read out loud or hear the words inside my head.
- (K) Fidget and try to "feel" the content.

3. When asked to give directions, I:

- (V) See the actual places in my mind as I say them or prefer to draw them.
- (A) Have no difficulty in giving them verbally.
- (K) Have to point or move my body as I give them.

4. If I am unsure how to

- (V) Write it in order to determine if it looks right.
- (A) Spell it out loud in order to determine if it sounds right.
- (K) Write it in order to determine if it feels right.



5. When I write I:

- (V) Am concerned with how neat and well spaced my letters and words appear.
- (A) Often say the letters and words to myself.
- (K) Push hard on my part or pencil and can feel the flow of the words.

6. If I had to remember a list of items, I would remember it best if:

- (V) Wrote them down.
- (A) Said them over and over to myself.
- (K) Move around and used my fingers to name each item.



7. I prefer teachers who:

- (V) Use a board or overhead projector while they lecture.
- (A) Talk with lots of expression.
- (K) Use hands-on activities.

8. When trying to concentrate, I have a difficult time when:

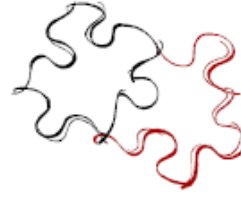
- (V) There is a lot of clutter or movement in the room.
- (A) There is a lot of noise in the room.
- (K) I have to sit still for any length of time.





9. When solving a problem I:

- (V) Write or draw diagrams to see it.
- (A) Talk myself through it.
- (K) Use my entire body or move objects to help me think.



10. When given written instructions on how to build something, I:

- (V) Read them silently and try to visualize how the parts will fit together.
- (A) Read them out loud and talk to myself as I put the part together.
- (K) Try to put the parts together first and read later.

11. To keep occupied while waiting, I:

- (V) Look around, stare, or read.
- (A) Talk or listen to others.
- (K) Walk around, manipulate things with my hands, or move/shake my feet as I sit.

12. If I had to verbally describe something to another person, I would:

- (V) Be brief because I do not like to talk at length.
- (A) Go into great detail because I like to talk.
- (K) Gesture and move around while talking.



13. If someone were verbally describing something to another person, I would:

- (V) Try to visualize what he/she was saying.
- (A) Enjoy listening but want to interrupt and talk myself.
- (K) Become bored if her/his description got too long and detailed.

14. When trying to recall names, I remember:

- (V) Faces but forget names.
- (A) Names, but forget faces.
- (K) The situation where I met the person rather than the person's name or face.

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**Scoring instructions:** Add the number of responses for each letter and enter the total below. The area with the highest number of responses is your primary mode of learning.

Visual	Auditory	Kinesthetic
V = _____	A = _____	K = _____

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*Adapted from, Learning to Study Through Critical Thinking, J.A. Beatrice*

## Learning Style Study Strategies

### VISUAL LEARNER

- Organize work and living space to avoid distractions.
- Sit in the front of the room to avoid distraction and away from doors or windows where action takes place. Sit away from wall maps or bulletin boards.
- Use neatly organized or typed material.
- Use visual association, visual imagery, written repetition, flash cards, and clustering strategies for improved memory.
- Reconstruct images in different ways - try different spatial arrangements and take advantage of blank spaces on the page.
- Use note pads, Post-Its, to-do lists, and other forms of reminders.
- Use organizational format outlining for recording notes. Use underlining, highlighting in different colors, symbols, flow charts, graphs or pictures in your notes.
- Practice turning visual cues back into words as you prepare for exams.
- Allow sufficient time for planning and recording thoughts when doing problem-solving tasks.
- Use test preparation strategies that emphasize organization of information and visual encoding and recall.
- Participate actively in class or group activities.
- Develop written or pictorial outlines of responses before answering essay questions.

### AUDITORY LEARNER

- Work in quiet areas to reduce distractions, avoiding areas with conversation, music, and television.
- Sit away from doors or windows where noises may enter the classroom.
- Rehearse information orally.
- Attend lectures and tutorials regularly.
- Discuss topics with other students, professors and GTAs. Ask others to hear your understanding of the material.
- Use mnemonics, rhymes, jingles, and auditory repetition through tape recording to improve memory.
- Practice verbal interaction to improve motivation and self-monitoring.
- Use tape recorders to document lectures and for reading materials.
- Remember to examine illustrations in textbooks and convert them into verbal descriptions.
- Read the directions for tests or assignments aloud, or have someone read them to you, especially if the directions are long and complicated.
- Remind yourself to review details.
- Use time managers and translate written appointment reminders into verbal cues.
- Use verbal brainstorming and tape recording writing and proofing.
- Leave spaces in your lecture notes for later recall and 'filing'. Expand your notes by talking with others and collecting notes from the textbook.
- Read your notes aloud.
- Practice writing your answers using old exams and speak your answers.

## Learning Style Study Strategies

### **KINESTHETIC LEARNER**




















- Keep verbal discourse short and to the point.
- Actively participate in discussions.
- Use all of your senses - sight, touch, taste, smell, hearing.
- Use direct involvement, physical manipulation, imagery, and "hands on" activities to improve motivation, interest, and memory.
- Organize information into the steps that were used to physically complete a task.
- Seek out courses that have laboratories, field trips, etc. and lecturers who give real life examples.
- Use case studies and applications (example) to help with principles and abstract concepts.
- Allow for physical action in solving problems.
- Read or summarize directions, especially if they are lengthy and complicated, to discourage starting a task without instructions.
- Use taped reading materials.
- Use practice, play acting, and modeling to prepare for tests.
- Allow for physical movement and periodic breaks during tests, while reading, or while composing written assignments.
- Role play the exam situation.
- Teach the material to someone else.
- Write practice answers, paragraphs or essays.

# Generations at a Glance

BIRTH YEARS	ALSO CALLED	DEFINING MOMENTS	
<b>GREATEST GENERATION</b>			
1901-1924	"GI Generation"	<ul style="list-style-type: none"> <li>• World War I</li> <li>• Roaring Twenties</li> </ul>	<ul style="list-style-type: none"> <li>• Great Depression</li> </ul>
<b>TRADITIONALISTS</b>			
1925-1945	"Silent Generation"	<ul style="list-style-type: none"> <li>• Great Depression</li> </ul>	<ul style="list-style-type: none"> <li>• World War II</li> </ul>
<b>BABY BOOMERS</b>			
1946-1964	"Boomers"	<ul style="list-style-type: none"> <li>• JFK Assassination</li> <li>• Civil Rights</li> <li>• Vietnam</li> <li>• Hippies</li> </ul>	<ul style="list-style-type: none"> <li>• Sexual Revolution</li> <li>• Moon Landing</li> <li>• American Dream</li> </ul>
<b>GENERATION X</b>			
1965-1981	"Baby Busters" "Gen-Xers"	<ul style="list-style-type: none"> <li>• Challenger Explosion</li> <li>• Berlin Wall</li> </ul>	<ul style="list-style-type: none"> <li>• Divorce</li> <li>• MTV</li> <li>• Latchkey Kids</li> </ul>
<b>MILLENNIALS</b>			
1982-2000	"Echo Boomers" "Generation Y"	<ul style="list-style-type: none"> <li>• 9/11 attacks</li> <li>• Y2K</li> </ul>	<ul style="list-style-type: none"> <li>• School shootings</li> <li>• Social media</li> </ul>
<b>iGEN</b>			
2001-Present	"Homelanders" "Screeners" "Generation Z"	<ul style="list-style-type: none"> <li>• Great Recession</li> <li>• Terrorism</li> </ul>	<ul style="list-style-type: none"> <li>• Technology</li> </ul>



Chart 1: An overview of the working generations

Characteristics	Maturists (pre-1945)	Baby Boomers (1945-1960)	Generation X (1961-1980)	Generation Y (1981-1995)	Generation Z (Born after 1995)
Formative experiences	Second World War Rationing Fixed-gender roles Rock 'n' Roll Nuclear families Defined gender roles — particularly for women	Cold War Post-War boom "Swinging Sixties" Apollo Moon landings Youth culture Woodstock Family-orientated Rise of the teenager	End of Cold War Fall of Berlin Wall Reagan / Corbachev Thatcherism Live Aid Introduction of first PC Early mobile technology Latch-key kids; rising levels of divorce	9/11 terrorist attacks PlayStation Social media Invasion of Iraq Reality TV Google Earth Glastonbury	Economic downturn Global warming Global focus Mobile devices Energy crisis Arab Spring Produce own media Cloud computing Wiki-leaks
Percentage in U.K. workforce*	3%	33%	35%	29%	Currently employed in either part-time jobs or new apprenticeships
Aspiration	Home ownership	Job security	Work-life balance	Freedom and flexibility	Security and stability
Attitude toward technology	Largely disengaged	Early information technology (IT) adaptors	Digital Immigrants	Digital Natives	"Technoholics" — entirely dependent on IT; limited grasp of alternatives
Attitude toward career	Jobs are for life	Organisational — careers are defined by employers	Early "portfolio" careers — loyal to profession, not necessarily to employer	Digital entrepreneurs — work "with" organisations not "for"	Career multitaskers — will move seamlessly between organisations and "pop-up" businesses
Signature product	 Automobile	 Television	 Personal Computer	 Tablet/Smart Phone	Google glass, graphene, nano-computing, 3-D printing, driverless cars
Communication media	 Formal letter	 Telephone	 E-mail and text message	 Text or social media	 Hand-held (or integrated into clothing) communication devices
Communication preference	 Face-to-face	 Face-to-face ideally, but telephone or e-mail if required	 Text messaging or e-mail	 Online and mobile (text messaging)	 FaceTime
Preference when making financial decisions	 Face-to-face meetings	 Face-to-face ideally, but increasingly will go online	 Online — would prefer face-to-face if time permitting	 Face-to-face	 Solutions will be digitally crowd-sourced

\*Percentages are approximate at the time of publication.

<https://talentor.com/blog/generation-y-in-workplace>

## The Forgetting Curve



Praveen Shrestha, "Ebbinghaus Forgetting Curve," in *Psychestudy*, November 17, 2017, <https://www.psychestudy.com/cognitive/memory/ebbinghaus-forgetting-curve>.