


Generational Teaching and Learning


A Tuesdays for Teachers Webinar
by the GED Testing Service®



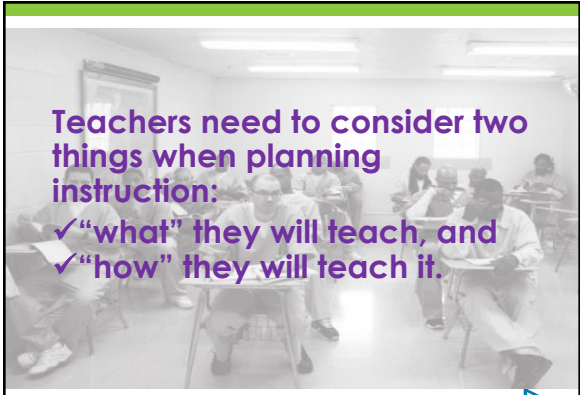
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In this part of our session, we will...

- Discuss learning styles and simple strategies to adapt instruction
- Look at our own generation and how it impacts how we learn and how we teach
- Explore the instructional needs of different generations




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Teachers need to consider two things when planning instruction:

- ✓ “what” they will teach, and
- ✓ “how” they will teach it.



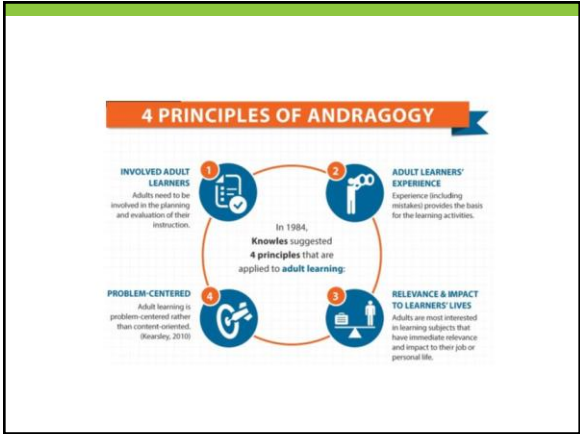
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PEDAGOGICAL DESIGN FACTORS	ANDRAGOGICAL DESIGN FACTORS
<ul style="list-style-type: none">Teacher develops objectivesMaterial learned in content unitsUse of transmittal techniquesAuthority oriented, formal climate, often competitiveTeacher plans learning experienceTeacher diagnoses needs and evaluates learning	<ul style="list-style-type: none">Mutual negotiation of objectivesContent sequenced according to learner readinessExperiential, inquiry techniquesClimate characterized by mutuality, respect, collaboration, and informalityMutually planned /evaluated learning experience

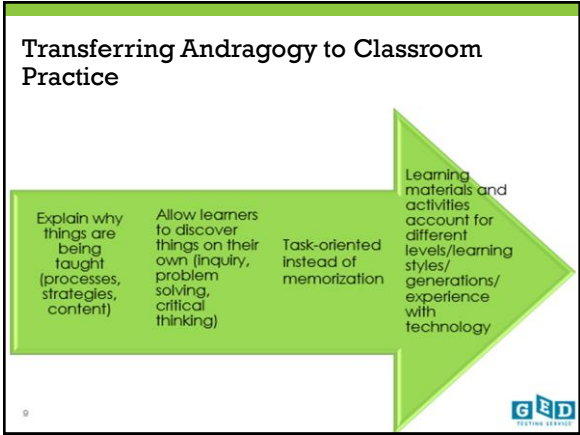


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Transferring Andragogy to Classroom Practice




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How do you learn?

How would you put a bicycle together for a child?

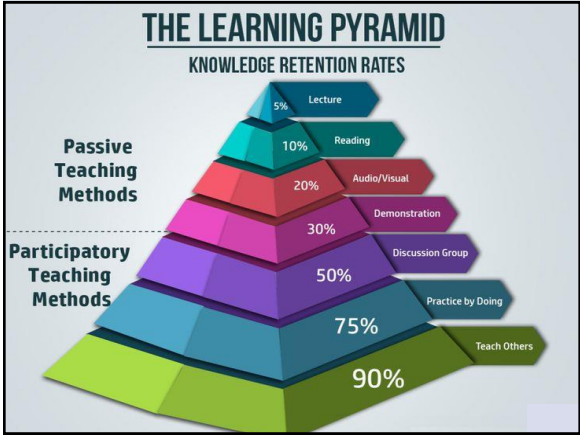
- Read the directions and look at the graphics
- Have someone read the directions to you while you did what was asked
- Start putting pieces together (you know what a bicycle looks like)



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Principles to Inform Teaching Practices

Clarity	Easy to Follow and Understand How do I ensure delivery methods and materials are clear and understandable and that I know when they are not?
Fairness	Balanced, Logical, Open, Reasonable, and Non-Discriminatory Teacher Responses Do I ensure that I provide individual opportunities and demonstrate a willingness to be flexible?
Interest	Appeals to Curiosity and Attentiveness How do I ensure that content and activities motivate student attention and participation?
Relevance	Degree of Connectedness and Significance How do I ensure that content is relevant, and how do I communicate that relevance?
Support	Ready Availability of Appropriate Resources How do I ensure that I provide adequate resources and inform students of other resources available?


Engaging Adult Learners: Philosophy, Principles and Practices (2013) – Jim Bryson




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What about Learning Styles?

Valid or DeBunked Theory?





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Does Research Support Learning Styles? It Depends!

Richard M. Felder – NCSU
"Many students have benefited from learning about how they learn and how their pattern of learning differs from others."


Harold Pashler – UC, San Diego
"There is no adequate evidence base to justify incorporating learning styles assessment into general education practice."



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Take a Realistic Perspective

- Learning styles are **not either-or** categories, but preferences that may be mild, moderate, or strong.
- Students with **any learning style can succeed** in any career or endeavor.
- The optimal teaching style **strikes a balance** between each dimension of chosen learning styles model.
- Acquainting students with their learning styles can **enhance awareness of some of their natural learning strengths**, and it can also **alert them to learning needs**.




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[illegible]

A Few Things to Think About

- Make sure that students understand why they are learning something
- Respect that students have different learning styles and are from different generations
- Allow students to experience what they're learning
- When the student is ready; the teacher appears
- Encourage students and support their learning



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What does Generation Have to Do with Learning

5 Generations – 5 Learning Needs



Traditionalists
Traditionalists are motivated by money, but also want to be respected.
Preferred recognition style: subtle, personalized recognition and feedback.
Wellcome benefits: long-term care insurance, catch-up retirement funds.

Baby Boomers
Baby Boomers prefer monetary rewards, but also value flexible re-planning and peer recognition.
Preferred recognition style: acknowledgment of their input and support; prestigious job titles, parking places and office size are measures of success.
Wellcome benefits: 401(k) matching funds, vacations, catch-up retirement.

Generation X
Generation X values bonuses and stock as monetary rewards and flexibility as a non-monetary reward.
Preferred recognition style: informal, rapid and publicly communicated.
Wellcome benefits: telecommuting and tuition reimbursement.

Generation Y
Generation Y wants stock options as a monetary reward and value feedback as a non-monetary reward.
Preferred recognition style: regular, informal communication through comments or social networks.
Wellcome benefits: flexible schedules, continued learning.


Generation Z
Generation Z is more interested in social rewards (mentorship and feedback) than money, but also is motivated by meaningful work and given responsibility.
Preferred recognition style: regular in-person public praise.
Wellcome benefits: online training and certification programs.

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It's All About My Generation!



Take a few moments to think about the following questions. Jot down your answers; you will use them later.

1. What was one important national/international event that occurred during your youth?
2. What was a toy, show, or item that was popular?
3. What was a common slang word that you used?




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- We have been talking for years about the multi-level classroom.
- How about the multi-generational classroom?
(Why can't they be like we were . . . ?)




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Generation Me



“When you were born influences your personality and attitudes more than does the family that raised you.”


Jean Twenge, *Generation Me* (2006)



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What We Know



- Teachers tend to teach
 - in their personal learning style
 - by the methods by which they were taught
 - by the generation in which they were born
- Students prefer teachers who teach
 - the way they (the students) learn
 - by the techniques of the generation in which they were born









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What Is a Generation?

- Consists of approximately a 20 to 24-year span
- Possesses certain characteristics, shared values and beliefs (Strauss & Howe)
- Often defined by significant events experienced
- Looks at their generation as the standard of comparison
- Looks at the next generation skeptically, i.e., “these kids today...”





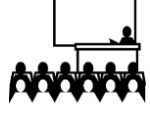

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 <p>THE GREATEST GENERATION Born: Before 1928 Used to have saved the world, the Greatest Generation went through it.</p>	 <p>GENERATION X Born: 1965-1980 Often depicted as being used to technological advances like the first personal computer, 2000's but suffered major setbacks during the Great Recession of 2007 to 2009.</p>
 <p>THE SILENT GENERATION Born: 1928-1945 Having come of age during the Roaring Twenties, members of the Silent Generation have been described as reserved and studious.</p>	 <p>MILLENNIALS Born: 1981-1996 More educated than other generations, Millennials are more interested in purpose than money as the largest group, with growing influence in society, the workplace, and politics.</p>
 <p>BABY BOOMERS Born: 1946-1964 Once leaders of the countercultural movements of the 1960s, the Baby Boomers are now beginning to retire.</p>	 <p>GENERATION Z Born: 1997 onward They were after 2000 have been raised with a digital connectivity to society. Millennials have begun to notice differences in their peers' parents' value systems, including more time spent alone, and higher rates of depression and anxiety.</p>

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How Traditionalists Learn


- New is not necessarily better
- Like structure, schedules, and procedures
- Brain processes new ideas into old mental framework
- Dislike being called on



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What Can You Do?




- Provide consistency and structure in activities, a step-by-step approach
- Organize materials in bullet/outline form
- Use at least 12-point type
- Encourage periodic movement during class time
- Allow extra time for both input and responses
- Provide alternatives to technology (but don't assume all are techno phobic)

Workbook 

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How Boomers Learn


- Want things to fit into the “big picture”
- Work well in groups
- Like to explore and analyze, look at different views
- Good with content
- Like books, PPT, and handouts



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What Can You Do?

- Give plenty of time for Boomers to practice new skills
- Plan your role play exercises carefully
 - Make them authentic
- Do not always let them lead team projects
 - Let them practice other skills periodically
- Organize materials with headings and relevant information underneath



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How Xers Learn




- Task oriented – like to learn new skills
- Speed is important
- Self-paced learning,
- Informal learning environments are best
- Want feedback from teacher

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What Can You Do?

- Use pop-culture examples if appropriate
- Give individual attention when required
- Use most exciting material in short lecture (15-20 min.)
 - Use activities for rest of material
- Use bullet points when giving information
- Use plenty of graphics and white space
 - This will help Millennials as well



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How Millennials Learn


- Can multi-task with ease
- Prefer graphs to text
- Focus on skills



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Things That Work

- Give them options and choices
- Break up lectures/seat-work with activities
- Provide assignments with multiple steps, not just a final product
- Incorporate learning by discovery
- Allow teamwork
- Use visuals whenever possible




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How Gen Zs Learn

78% of Gen Z think their teachers are “very” or “extremely” important to their learning and development. (80% of millennials)


39% of Gen Z prefer learning with a teacher leading the instruction. (25% of millennials)

YouTube is Gen Z’s top preferred learning method. (59% Gen Z/55% millennials)



Gen Z wants to learn on their own terms and prefer bite-sized learning.


<https://www.pearsoned.com/generation-z-millennials-expect-technology-education/>




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Things That Work

- Think technology!
- Incorporate YouTube videos
- Provide an overview and then break into smaller learning components
- Allow for some self-directed learning
- Use visuals whenever possible
- Encourage further exploration of topics
- Incorporate polls and surveys



<https://www.youtube.com/watch?v=QIneSsndae8>



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Bringing it all Together

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Wellcome benefits: long term care insurance, catch-up retirement funds.

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Preferred recognition style: acknowledgement of their input and expert perspective.

Wellcome benefits: 401(k), matching funds, sabbaticals, catch-up retirement funds.

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Juggling in the Classroom

- Go for a balance
 - Individual
 - Small group
 - Whole group
- Provide options
 - Workbooks, handouts
 - Videos
 - Hands-on
- Look for commonalities among generations
 - Boomers and Millennials like group work
 - Gen X and Gen Z like a level of independence
 - Consider how all generations use technology

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Clarifying Question

How has working with different generations changed your approach to instruction?


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The Multi-Generational Classroom

- *Tell me what to do.*
- *Show me what to do.*
- *Why do I need to learn this?*
- *Connect me to what I need to succeed in today's global economy.*





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One Final Word

In case you're worried about what's going to become of the younger generation, it's going to grow up and start worrying about the younger generation.

(Roger Allen)





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