Improving Teaching and Learning Across the Generations: We Know Who They Are, Now What?

AACP Annual Meeting 2010

Questions

1. What are some ways that communication styles and expectations differ between the generations?
2. How well do I tailor my message when I need to provide feedback to others?
3. How will time in the classroom best help my students?
4. How can I stimulate professional growth and development among my students?
Objectives

At the completion of this presentation, participants will achieve the following:

1. Explain generational differences that influence styles of teaching and learning.
2. Demonstrate techniques to adapt classroom teaching and course management for millennial learners.
3. Apply methods for providing high-quality feedback in experiential learning settings.
4. Assist students in adapting their behaviors to the expectations of the pharmacy profession.

Objective 1:
Explain generational differences that influence styles of teaching and learning

Rex Force, Pharm.D., BCPS, FCCP

Generations

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<tbody>
<tr>
<td>Loyalty</td>
<td>Hero</td>
<td>Artist</td>
<td>Prophet</td>
<td>Nomad</td>
<td>Hero?</td>
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<tr>
<td>Military chain of command</td>
<td>Patriotism, Great Depression WWII</td>
<td>Protest, Rebellion, Activists, TV, Vietnam, Space, Civil Rights, Cold War</td>
<td>Prosperity, Divorce, Latchkey Kids, MTV, AIDS, Computers</td>
<td>Scandals, Self-Command, Collaboration</td>
<td>Multiculturalism, School Violence, Mass Media</td>
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<tr>
<td>Discussion, Inclusion</td>
<td>Optimism</td>
<td>Skepticism</td>
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Rex Force, Pharm.D., BCPS, FCCP
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<thead>
<tr>
<th>Veterans</th>
<th>Silents</th>
<th>Baby Boomers</th>
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<tbody>
<tr>
<td>Also called Traditionals</td>
<td>Grew up as seen, but not heard</td>
<td>Prosperity of the post-WWII era</td>
</tr>
<tr>
<td>Strong value of family and community</td>
<td>Evolved to become civil-right and anti-war activists, early rock and rollers</td>
<td>New luxuries – TV, car ownership</td>
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<tr>
<td>Limited resources lead to value of the common good</td>
<td>Were the parents who divorced during the epidemic of the 70s &amp; 80s</td>
<td>80 million members have made major changes in the world</td>
</tr>
<tr>
<td>Military influence</td>
<td>Focus on discussion, inclusion, and process</td>
<td>Competitive</td>
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<td>Willing to help wherever needed</td>
<td>Never elected a president or Supreme Court justice</td>
<td>Recognition of hierarchy along with belief in advancement and change</td>
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<td>View career as a priority with sensitivity to statue, position, and experience</td>
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**Generation X**
- Turmoil and scandal
  - Watergate, tripling divorce rate, deterioration of social security
- Less attention as kids (latchkey, divorce)
- Skeptical outlook, value dependence and self-reliance
- Value lifestyle and family
- Limited devotion to work
- Value efficiency, not authority or hierarchy
- Generally in demand, willing to change companies

**Millennials**
- Also called Generation Y, Nexters, the Nintendo Generation
- As kids
  - Busy schedules of activities
  - Technology
  - Helicopter parents
- As learners
  - Expect to be entertained
  - Enjoy a team approach
  - Value feedback and evaluation

**In the workplace**
- Value teamwork
- Prefer flexible hours
- Require minimal supervision
- Respectful of authority
- May be impatient
- May have trouble with interpersonal conflict

Millennials – Characteristics
- Accepting of diversity
- Community and group oriented
- Loyal
- Value self-fulfillment
- High student loan burden
- Involve parents in decisions
- Want alternative work arrangements


Jargon of the new generation
- Blackberry jam, Brickberry, Defaced
- Blackberry jam
  - Delay caused by a person walking slowly, nose glued to PDA
- Brickberry
  - The old clunker of a phone you’re using while your iPhone is being repaired
- Defaced
  - Deleted from someone’s list of Facebook “friends”

Jargon of the new generation
- Designated Texter, Kthxbi, ShyPod
- Designated Texter
  - Person who receives and responds to the driver’s text messages to ensure passenger safety.
- Kthxbi
  - Fast end to an online conversation that’s going nowhere
- ShyPod
  - Someone who won’t share his or her iPod for fear of being exposed as a disco/country/Neil Diamond lover
What other generations say about

Boomers
- **Veterans say...**
  - They talk about things that should be kept private
  - They are self-absorbed
- **Xers say...**
  - They are self-righteous
  - They are workaholics
  - They are too political, always trying to figure out just what to say...to whom...and when
  - What's the management fad this week?
- **Millenials say...**
  - They're cool.
  - They work too much.


What other generations say about

Xers
- **Veterans say...**
  - They don't respect experience
  - They don't follow procedures
  - They don't know what hard work is
- **Baby Boomers say...**
  - They're slackers
  - They are rude and lack social skills
  - They want to do things their own way instead of our way
  - They spend too much time on the internet and email
  - They won't wait their turn
- **Millenials say...**
  - Cheer up!

What other generations say about

Millenials
- **Veterans**
  - They are smart and have good manners
  - They need to toughen up
  - They watch too much TV... with crude language and violence
- **Baby Boomers**
  - They need more discipline from their parents
  - They need to learn to entertain themselves; they require too much attention
  - Can they do my web page for me?
- **Gen Xers**
  - What do you mean, "What's an album"
  - Another self-absorbed generation of spoiled brats
Conflict with Generation X

- Want to work independently and lack respect for authority
- Vocation vs. day job
- Viewed as lacking commitment
- Motivation depends on individual determination of the value of the activity


Conflicts with Millennials

- High demand for feedback
- Impatient for advancement opportunities
- Desire to collaborate and make a difference
- Socially bold, asking questions and offering opinions
- Desire to pursue multiple interests and careers
- "Delayed adulthood"

Principles of Millennial Management

- You be the leader
- Challenge me
- Let me work with friends
- Let’s have fun
- Respect me
- Be flexible

Self Assessment
Which of the following is true regarding the generations?
A. The Baby Boomers are considered the greatest entrepreneurial generation
B. Millennials tend to be emotionally distant from their families
C. Gen Xers tend to be cynical and emphasize self-reliance
D. Most presidents in the 20th century were from the Silent Generation

Objective 2:
Demonstrate techniques to adapt classroom teaching and course management for millennial learners.

John T. Holmes, Pharm.D.

Effective Teaching Strategies for Millennials
- Provide high and clear expectations
- Individual feedback
- Engage students through technology when appropriate
  - Web 2.0
- Utilize groups and collaborative learning
- Active-learning experiences
  - Role playing
  - Case-based learning
- Entertaining and engaging
  - Less traditional lecturing
- Reflection

Millennial Students Expect to...

- Be entertained
- Share their ideas
- Work as a group and collaborate
- Engage in active-learning
- Not be embarrassed in front of their peers
- Have real time answers
- Have some technology in their classrooms but recognize the importance of traditional lectures
- Have fun while learning

Classroom Techniques for Today’s Students

- **Class Structure**
  - Millennials
    - Balance didactic and team-oriented teaching
    - Include more computer-aided media in the classroom
    - Technology and "Learning Spaces" (more to come...)
  - Gen X
    - Provide short learning activities followed by group interaction
    - Short-term, challenging goals
    - Highlight the important points
    - Use online supplements

Classroom Techniques for Millennials

- **Digital literacy**
  - The "We Connect!" generation
  - Real time information seekers (Wi-Fi)
  - Podcasts
  - Web videos
- **Collaborative**
  - Learning is a "social activity"
  - Must be interactive and enjoyable
  - Online social networks
- **Engaged learners**
  - The "Interaction Age"
  - Incorporate experiences into learning
  - Trial and error

Out of Class Communication
- Email
- Text Messaging
- Instant Messaging
- Chat Rooms
- Social Networking sites
- Podcasts

Technology Tips
- Understand its use as a means of educating students
- Only use technology you are familiar with
- Set clear guidelines on e-professionalism
- Clear expectations on participation
- Must engage students and enhance the learning experience
- Keep in mind that not everyone is technology savvy
- Routinely discuss postings when in class
- A live LECTURE will always be valuable
  - Millennials highly value faculty knowledge, expertise, and passion for teaching
- Faculty / student relationship

The Facebook Case
- Faculty/Student relationships
- Public access to ALL postings
- Achievable
- Purpose of use
  - Socially vs. professionally vs. both
Course Management Systems vs. Web 2.0

- Course Management Systems (Blackboard, Moodle, etc.):
  - Developed to help deliver and provide central location for content and grades
  - Used at most universities
  - Don’t enhance learning
- Web 2.0:
  - Can enhance student-centered learning, collaboration, creativity, etc.
  - Many innovative possibilities

Web 2.0

- Blogs and Chat Rooms
  - Collaboration and out-of-class discussion
- Wikis
- Document Repositories and Collaboration
  - Google Docs®
- Social Networks
  - “Learning is a social activity”
  - More likely to participate in learning activities that promote social interactions

Web 2.0 and Other Technology

- Web Pages
  - Must be interactive and engaging
- Social Video
- Audience Response Systems
  - Engage and interact with students
  - Increase learning, interactivity, attendance, enjoyment
  - Increase understanding of material
The Top 20 Tools for Learning

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<tr>
<th>Rank</th>
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<tr>
<td>1</td>
<td>Twitter</td>
<td>11</td>
<td>Ning</td>
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<td>2</td>
<td>Delicious</td>
<td>12</td>
<td>Skype</td>
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<td>3</td>
<td>YouTube</td>
<td>13</td>
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<td>Google Reader</td>
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<td>5</td>
<td>Google Docs</td>
<td>15</td>
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<td>6</td>
<td>WordPress</td>
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<td>7</td>
<td>Slideshare</td>
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<td>8</td>
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<td>9</td>
<td>Audacity</td>
<td>19</td>
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<td>10</td>
<td>Firefox</td>
<td>20</td>
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Self Assessment

In general, which of the following learning techniques would be *best* suited for millennial students?

A. Group projects and collaborative experiences
B. Entertaining and socially involved utilizing web 2.0 technology
C. Traditional lecturing with testing focused on memorization
D. Both A and B
E. All of the above

Objective 3: Apply methods for providing high-quality feedback in experiential learning settings

Julie Wilkinson, Pharm.D., M.S., BCPS
Perspectives on Feedback
- Traditionalists... “No news is good news.”
- Baby Boomers... “Feedback once a year, with lots of documentation.”
- Xers... “Sorry to interrupt, but how am I doing?”
- Millennials... “Feedback whenever I want it at the push of a button

Formative Evaluation
- Early in the learning experience, feed students with information and lead them toward success.
- Feedback
  - Present the facts in a non-judgmental manner
- Encouragement
  - Recognize the student’s need for support
- Direction
  - Focus on the outcome

Johari Window
- Known to Self
- Unknown to Self
- Known to Others
- Unknown to Others
- Free or Open
- Blind
- Hidden
- Unknown

Feedback loops

Teaching → Feedback → Evaluation

Feedback

- Data in the form of frequent verbal comments
- Contributes meaning to formal evaluation
- Tied to specific goals
  - Focus on endpoint competencies
  - Ask the student their own goals or expectations
- Linked to teaching
- Well-timed
- Behavior focused
- Descriptive, not evaluative

Feedback

- Mutual trust is needed
- Behavior oriented without assumed motives
- Clear, specific, and related to facts
- Use direct expression of feelings
- The receiver makes the choice to use the information

Feedback Techniques

- Positive sandwich technique
  - Start with a strength, then discuss the weakness, followed by another strength or suggestion for growth
- Planned sessions
  - Cue the person to the general nature of the feedback
  - Ask for the recipient’s assessment
- Mini evaluations
  - Weekly, <5 minute summary of your overall impression of their performance

Encouragement

- "Encourage" is the opposite of "dishearten"
- The manner in which we provide feedback and direction
- Show kindness and respect
  - Model the interpersonal skills you want to see students display

Encourage

- Flow
- Willingness
- Ability
- Frustration
- Boredom
Direction
- Competency-based
- Focus on the desired endpoint
- Small steps
  - Encourage small, simple corrections at the time needed
- Design specific learning activities
  - Reading assignment or practice of a skill

Self Assessment
High-quality formative feedback should…
A. be general in nature
B. include performance evaluation
C. include specific directions for remediation
D. be clear, specific and fact-based

“Active Learning”
- Pause for 3 minutes
- Consider the presentation up to this point and give us a formative evaluation
- Develop ideas for:
  F=Feedback
  E=Encouragement
  D=Direction
Objective 4: Assist students in adapting their behaviors to the expectations of the pharmacy profession.

Heather MW Petrelli, MA

Common student responses to a Critical Reading course evaluation

- There was too much homework
- I didn’t like that we had to take so many notes in class
- We had too much reading to do in this class. The teacher should give us less.
- I didn’t like that we had essay tests, we should have multiple-choice tests.
- A lot of work seemed like busy work
- I liked that we got extra credit
- The course was too easy – I didn’t learn very much. We need to be more challenged
- The teacher was really nice – I liked him


Question

- What are the traits that concern us the most?
  - Which are ones to which WE should adapt?
  - Which are ones that require STUDENTS to grow in meeting the expectations of the profession?
Helping students to grow and adapt requires three steps:

- Understand why our students feel, behave, and believe in particular ways.
- Share with our students clear set of reasons for our decisions, backed up by research.
- Teach our students new skills they will need to be successful in a learning/working environment.

How Do We Help Students Grow?

Adaptation and Assist with Growth for Specific Traits

Busy Schedule of Activities
- We can adapt - Leads to multitasking – excellent skill for project management.
- Assist with Growth – Interpersonal relationships
- Technology
  - We can adapt - Excellent for efficiency of work.
  - Assist with growth
    - Need to learn to communicate utilizing both slang and professional language.
    - Leads to a “give me now” attitude regarding feedback, rewards, advancement, etc.
    - Need to teach patience, hierarchy, and quality over quantity.
    - Lack of civility due to desensitization of television.

Helicopter Parents
- We can adapt
  - Confidence and the ability to speak up regarding their principles.
  - Motivation depends on individual determination of the value of the activity – therefore explain rationale.
- Assist with Growth
  - Has taught entitlement, lack of respect for authority or hierarchy, led to a lack of discipline, and self-absorbed.
  - Need to teach the importance of diplomacy as a strategy for meeting goals.
  - Also need to teach to assess the validity of a complaint and how to communicate respectfully and offer a solution.
  - Will be helpful in interprofessional collaboration.
  - Finally, recognition of personal responsibility and taking accountability for actions.

Busy Schedule of Activities
- We can adapt - Leads to multitasking – excellent skill for project management.
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Adaptation and Assist with Growth for Specific Traits cont.

- **Expectation to be Entertained**
  - We can adapt by creating fun and active learning/working environment.
  - Assist with Growth
    - Must teach that sometimes hard work must be completed even if there is no enjoyment.
    - Need to adjust to self-learning and not be spoon-fed information.

- **Enjoy a Team Approach**
  - We can adapt
    - Encourage this skill through collaboration in the classroom/workplace.

- **Value Feedback and Evaluation**
  - We can adapt.

**Prefer Flexible Hrs & Alternative Environment**

- **Require minimal supervision**
  - We can adapt
    - Confident and comfortable enough to work independently.
  - Assist with Growth
    - Sometimes lack initiative and/or actions or thoughts are misguided and they do not ask for help.

**Admiration of Authority**

- **Learned from helicopter parents**
  - People in authority have the ability to make things happen. There's an admiration for authority, a desire to become someone in a position of authority; learned how to be socially bold. Utilize this trait to encourage leadership.

- **May not recognize the responsibility of being in a position of authority and may not follow the appropriate chain of command. Teaching this skill will be essential in the healthcare field.**

  - Focus on the rules, not necessarily for following but to figure out how to "work the system."
May Be Impatient – Value Self-Fulfillment
- We can adapt
  - It's positive that there is a desire for achievement and ambition.
  - Stop annoyance regarding value systems. Many don't care about learning, rather the grade to get the degree to job to money. We can accept and move on. We can not change them. If they are committed to quality patient care, then value systems shouldn't matter.

Assist with Growth
- Can be perceived as lacking commitment. Capitalize on that desire and encourage that taking initiative, performing with quality, and increasing competence will bring reward.

Difficulties with interpersonal conflict
- Social networking and video games is how learned to communicate. Cyberbullying is the model for interpersonal conflict. Encourage face to face and open and direct communication. Teach students HOW to handle conflict and give appropriate feedback.

Accepting of Diversity
- We can adapt - Multiculturalism is imperative and should continue to be encouraged as we move into a globalized world.

Community and Group Oriented
- We can adapt - Continue to encourage the responsibility to give back to the community as an act of professionalism and leadership.

Loyal
- We can adapt - Obviously should be encouraged.

High Self-Esteem "everyone gets a trophy"
- We can adapt - Excellent to have confidence.

Easily wounded due to lack of coping skills. Need to be encouraged to learn to cope with loss.

Overview of Major Behavioral Traits Required for Growth
As educators we can support students both in and out of the classroom to grow in these following areas in meeting the expectations of the profession:
- Distinguishing the difference between acceptable social vs. professional culture
  - Multitasking (when it's inappropriate)
  - Written communication skills
  - Civility
  - Personal responsibility
  - Initiative
  - Demanding special consideration
  - Tardiness and Absenteeism
  - Evaluation
  - Argumentative or insubordinate
Overview of Major Academic Traits Required for Growth

- Task analysis
- Identifying and evaluating quality resources
- Organizing info in meaningful ways
- Taking action based on planning
- Assessing actions and revising plans
- Independent learning
- Verbal and written communication
- Managing time
- Problem solving
- Retention of knowledge
- Monitoring one’s own learning (met cognition)

Where does this fit into the curriculum?

- **Hidden Curriculum**
  - Teaching
  - Consistent and clear communication
  - Require accountability and personal responsibility
  - Consistency between faculty expectations
  - Preparation for experiential education
  - Orientation
  - Mentoring/Advising
  - Dean’s Hours
  - Workshops
- **Obvious Curriculum**
  - Courses in Critical Thinking, First Year Pharmacy Prep

Why is this important?

- ACPE Standards - Cultural Competency
- Advancement of the profession
- Duty to educate – student growth

Details:

### Changing ourselves

- We can not change our students.
- We can only change ourselves and how we respond to student issues attributed to millennial generation.

### Self Assessment

Which of the following is a trait for which we can adapt to student needs pertaining to learning?

A. Lack of personal responsibility  
B. Desire to understand why content is important  
C. Argumentative or insubordinate behavior  
D. Lack of taking initiative for learning  
E. Tardiness and absenteeism

### Reference

References


References - Continued


Tuesday, July 13, 2010
Special Session: Improving Teaching and Learning Across the Generations: We Know Who They Are, Now What?

Activity Code: XJY1P9