Welcome!

Bonnie Goonen
National Consultant for Florida IPDAE
407-361-1375
bgoonen@gmail.com
• If you have a question, please type it into the Q&A option.

• Attendee microphones will be muted. You will be in listen only mode.
• Today's presentation is being recorded. It will be archived and available on the IPDAE website within 48 hours.
What Is This Webinar About?

The Generations
*Who* are they?
*What* are they like?
*How* do they learn best?

The Generations
Consider how *differences* can be a source of strength—for instructors and students—rather than frustration

The Generations
*How* do we engage them?
Explore how different generations affect learning & teaching strategies

Objectives

2018-19 The Institute for the Professional Development of Adult Educators
“Each generation has distinct attitudes, behaviors, expectations, habits, and motivational buttons.”

Greg Hammill
People born within an approximately 20-year time period share a common set of characteristics:
  - Historical experiences
  - Economic and social considerations
  - Technology
  - Other societal changes
What's your generation?

Greatest Generation
Born: 1901 - 1924

Silent Generation
Born: 1924 - 1945

Baby Boomers
Born: 1946 - 1964

Generation X
Born: 1965 - 1976

Millenials / Gen Y
Born: 1977 - 1995

Generation Z
Born: 1996 →
What Generation am I?

- Were you born before, during, or a few years after World War I?
- Did you grow up during World War II or the Korean War and remember American Bandstand?
- Do you remember the JFK and Martin Luther King assassinations or the Beatles breaking up (as a child or young adult)?
- Do you remember the Watergate scandal, the Challenger disaster, or MTV launching as a child or young adult?
- Do you remember 9/11 occurring as a child or young adult?
- Did you grow up during the 2000s?
- Do you ever remember a time where there was not a global war?
- Do you NOT remember 9/11 happening?
What do you think?

When you think about the Traditionalists in your classroom, what word(s) come to mind?

(Born: 1928-45)
• Loyal/Hardworking – Work within the System
• Cautious – Practical – Conservative
• Respect for Authority
• “Chain of Command”

**Back in Time**
• The Lone Ranger
• In the Mood/Why Do Fools Fall in Love/
Hound Dog/Good Golly Miss Molly

Their world view was shaped by . . .
• WWII (Pearl Harbor)
• The Great Depression
• The Korean War
• Radio
• Like structure, schedules, and procedures
• Prefer lectures and printed materials
• Feel rote memorization is important
• Informational learners
• Dislike being called on without notice
• Appreciate recognition of hard work and paying their dues
• 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
• Allow extra time for both input and responses
• Provide alternatives to technology (but don’t assume all are techno phobic)
When you think about the Baby Boomers in your classroom, what word(s) come to mind?

(Born: 1946-64)
Baby Boomers (born 1946-64)

• Team Oriented (Enjoy personal sharing)
• “Question Authority” (Turn on, Tune in, Drop out)
• Workaholics (Long hours = self worth)
• Idealistic/Optimistic/Forever Young
• “Change of Command”

Back in Time
• Barbie/Peace Sign/Laugh In/Ed Sullivan Show
• A Hard Days Night/Satisfaction/Proud Mary/House of the Rising Sun/Blowin’ in the Wind

Their world view was shaped by . . .

• Vietnam
• Civil Rights Movement
• Assassinations of MLK, JFK, RFK
• Woodstock
• Moon Landing
• First Nuclear Power Plant
• Television
• Want things to fit into the “big picture”
• Want recognition for doing well
• Team oriented, work well in groups
• Like to explore, analyze, look at different views
• Enjoy sharing personal experiences
• Follow instructions well
• Good with content
• Like printed material
• 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
When you think about the Gen Xers in your classroom, what word(s) come to mind? (Born: 1965-80)
Generation X (born 1965-80)

- “Latch Key” Kids
- Self-Reliant/Self-Assured
- Skeptical/Pragmatic/Cynical
- Seek Work/Life Balance
- Technologically Inclined
- “Self Command” Loyalty

Back in Time

- Sesame Street/Pet Rocks/Disco/The Simpsons/Platform Shoes/ET/MTV
- Stayin’ Alive/I Will Survive/Beat It /We’re Not Going to Take It /Bohemian Rhapsody

Their world view was shaped by . . .

- MTV
- Watergate Scandal
- Challenger
- Fall of Berlin Wall
- Intel’s First Chip Invented
- John Lennon Assassination
- Valdez Oil Spill
• Task oriented
• Self-paced, independent learning
• Want control of self, time, and future
• Like to learn new skills

• Focus on outcomes versus techniques
• Informal learning environments
• Believe rewards should be based on productivity not hours worked
What can you do?

- Remember-school/life balance
- Allow individual work
- Tap into technology strengths
- Ask for their opinion on items
- Use most exciting material in short lecture (10-15 min.)
  - Use activities for rest of material
  - Use bullet points when giving information
  - Use plenty of graphics and white space
- Remind students of why what they are learning is important
What do you think?

When you think about the Millennials in your classroom, what word(s) come to mind?
(Born: 1981-97?)
Millennials (born 1981-97)

- “Peter Pan” Generation (sheltered & entitled)
- Multitaskers
- Digital Natives - Plugged in since infancy
- Function in International World
- Self Expressive
- Master Negotiators
- Love Immediate Feedback

Back in Time
- Reality TV/Selfies/Ipods/Ipads/Facebook/Twitter/Texting
- Fallin/Viva La Vida/Lose Yourself/ Hot in Here/How You Remind Me/Complicated

Their world view was shaped by . . .

- 9-11
- World Wide Web Opens to Public
- Columbine
- Dot Com Boom
- War in Iraq
• Technology is viewed as essential life tool
• Culturally diverse
• Idealistic - won’t accept “that’s the way it has always been done” – will push for change
• Instant gratification/frequent rewards (everyone gets a trophy)
• Master negotiators
• Take ownership of their classrooms
• Seek innovative engaging strategies (not memorization)
• Connect to learners through social media
• Include ways that learners can customize the course . . . but provide a structured environment
• Provide objectives of classroom activities and projects – activities need to be meaningful
• Provide opportunities for group work
• Give Them “Shelter”
• Provide image-rich vs. only text
• Offer chances to multi-task
The First Generation of the 21st Century Has Arrived!

PREPARING FOR GENERATION Z
What do you think?

When you think about the newest generation coming to your classroom, Generation Z, what word(s) come to mind?

(Born: 1996-97 to ?)
Generation Z
(born 1996/97 - ?)

- Technoholics – 24/7 rapid access
- Low/no tolerance for non-digital resources
- Inclusive – respect based on equality; everyone is equal
- Value their privacy
- Optimistic about the future
- Hyper aware of man’s impact on planet
- Entrepreneurial and frugal
- Outnumber previous generations (27% in 2018)

Their world view
Is being shaped by . . .

- Children of Generation X
- Terrorism/Ongoing Conflicts
- 24/7 Technology at their Fingertips
- Fast Access Globally
- Social Media
- Cyber Bullying
- Debt of Previous Generation
• They are the first class born in the new millennium, escaping the dreaded label of “Millennial,” though their new designation—iGen, GenZ, Homelanders, etc.—has not yet been agreed upon by them.

• Outer space has never been without human habitation.

• People loudly conversing with themselves in public are no longer thought to be talking to imaginary friends.

• Donny and Marie who?

• “You’ve got mail” would sound as ancient to them as “number, please” would have sounded to their parents.

• When filling out forms, they are not surprised to find more than two gender categories to choose from.

• They’ve grown up with stories about where their grandparents were on 11/22/63 and where their parents were on 9/11.

Learning Style

• High utilization of technology
• Visual learners
• Dependent thinkers
• Hands-on and hand-held

Learning Preferences

• Google It!
• Snapchat
• Twitter
• The latest . . .

Social media is no longer a distraction
• Experiential, hands-on learners, prefer to learn by doing, rather than being told what to do or by reading text
• Fast delivery of content, data, and graphics Prefer random access and choice on how they learn
• Learn more effectively when left to solve problems and find solutions by trial and error
• Listening to a lecture is Gen Z torture!
• Like learning in small bites
• Learning is not a spectator sport!
• Become a learning guide – think about how you communicate
• Break it up - make information graphical and digestible
• Inject variety and pace into lessons
• Think digitally – use e-texts, images, and social media (SnapChat/Instagram) (most students already carry technology in their backpack; let them use it)
• Speed of access matters! (students read 20% of text and spend 4.4 seconds for every 100 words on a page)
• Create new challenges to keep them stimulated
CONSUMER ELECTRONICS SHOW

IT'S A GIFT FROM MY GRAND-DAD.

COOL. HOW DO YOU TURN IT ON?

Mike Keefe on 11/10 USA Today
• **Generation Z was born to share**  
  Strategy: Listen and fast response to them, encourage them to share

• **Generation Z will research everything**  
  Strategy: Let them do research and share

• **Zs need high-octane engagement**  
  Strategy: Consider bringing “game mechanics” into the classroom

• **Zs are visual creatures**  
  Strategy: Build lessons with more visual content, encouraging them to submit projects with pictures and videos
From Traditionalists to Generation Z

BRINGING IT ALL TOGETHER
Bridging the Generational Divide

Types of Learners

- Traditional classroom, structured
- Facilitated, interaction and talk time
- Independent and alternative learning activities, feedback
- Collaborative and networked, 2-way learning experience
- Pocket mobile – internet based, visual
Tips for bringing out the best of all generations

• Recognize and celebrate differences
• Find ways to create shared values and common ground
• Focus on productivity, teamwork, and relationships
• Challenge assumptions and raise awareness

Don’t . . .

– Stereotype (don’t assume every member of a generation thinks or believes alike)
– Judge capabilities by attire and work hours
– Miss opportunities to improve communication and strengthen relationships even times of conflict
– Make offensive remarks (dinosaur, slacker, kid)
• Match teaching style to learning and generational styles of your students
• Change activities often
  – Type adult attention span is 10-15 minutes
  – Rotate group and individual activities
  – Make class sessions interactive
• Integrate technology with non-technology activities
• Require participation in some form each class period
• Provide the “why” of what is being learned and focus on real-world application in “today’s world”
• Be open to continuous change in the classroom and in “what works”
### Talkin’ bout My Generation

From Traditionalists through Generation Z

<table>
<thead>
<tr>
<th>Preference/Style</th>
<th>Traditionalists</th>
<th>Boomers</th>
<th>Gen Xers</th>
<th>Millennials</th>
<th>Generation Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>Like the “traditional” classroom structure</td>
<td>Enjoy working in a collaborative manner</td>
<td>Self-reliant</td>
<td>Accustomed to group work</td>
<td>Enjoy working solo – self-sufficient</td>
<td></td>
</tr>
<tr>
<td>Will not generally contradict or disagree with instructors in groups</td>
<td>Sensitive to criticism</td>
<td>Require regular, if not constant, feedback</td>
<td>Comfortable with active learning</td>
<td>Like hands-on learning</td>
<td></td>
</tr>
<tr>
<td>Does not enjoy being singled out in group discussions</td>
<td>Often possesses significant professional experiences</td>
<td>May lack interpersonal skills</td>
<td>Short attention span</td>
<td>Digital curriculum experts - learn from the internet</td>
<td></td>
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<tr>
<td>Likes to practice alone, not in groups</td>
<td>Require significant interaction and “talk” time</td>
<td>Can be cynical</td>
<td>Like hands-on learning</td>
<td>Prefer flexibility and working at their own pace</td>
<td></td>
</tr>
<tr>
<td>Not likely to ask questions during discussions</td>
<td>Enjoy icebreaker and introduction activities</td>
<td>Require relevance in assignments and courses</td>
<td>Highly visual learners</td>
<td>Independent, flexible working style</td>
<td></td>
</tr>
<tr>
<td>Prefer a spirit of collegiality in the classroom</td>
<td>May have problems with authoritarian instructors</td>
<td>Often impatient</td>
<td>Opinionated</td>
<td>Driven by graphics and visuals</td>
<td></td>
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<tr>
<td>Can be crotchety</td>
<td>Technology is important</td>
<td>Consider themselves technologically capable</td>
<td>Multi-tasking with ease</td>
<td>Tendency to think in a non-linear fashion, and prefer to construct rather than be instructed</td>
<td></td>
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<td>Are adaptable and informal</td>
<td></td>
<td></td>
<td>Technological experts</td>
<td>Propensity to be generalists vs. specialists</td>
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<th>Instructional Activities</th>
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<tr>
<td>Organize materials in a bullet-friendly form</td>
<td>Give plenty of time for Boomers to practice new skills alone</td>
<td>Use at least 12 point type for aging boomers</td>
<td>Have a tendency to “know” things but not be able to do them</td>
<td>Do not generally like role-play exercises</td>
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<td>Don’t provide too much information</td>
<td>Use at least 12 point type</td>
<td>Take your time through the important points</td>
<td>Do not generally like role-play exercises</td>
<td>Don’t assume that all are mathematically inclined</td>
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<td>School-life balance is important</td>
<td>Will resist group work outside of class</td>
<td>Use pop-culture examples if possible</td>
<td>Give lots of individual attention</td>
<td>Use most exciting material in short lecture (15-20 min)</td>
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<td>Provide clear objectives and standards</td>
<td>Include ways learners can customize</td>
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<tr>
<td>Need for immediate response</td>
<td>Use visually enhanced methods of teaching</td>
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<td>Fast delivery of content with complex graphics</td>
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<td>Minimize amount of data provided at a time</td>
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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
Please complete this quick survey.