Generation NeXt Comes to College Understanding, Teaching, and Serving Today's Learners

Dr. Mark Taylor
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This handout is provided as a courtesy to attendees at my program at Louisiana College on February 9, 2018. Special thanks to Bethany Emory for inviting me and facilitating my visit.

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Teaching Generation NeXt: A Pedagogy for Today's Learners

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Mark Taylor

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Teaching Generation NeXt: Methods and Techniques for Today's Learners

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Faculty struggle to effectively teach traditionally aged students from Generation NeXt. Their academic preparation and expectations, consumer orientation, esteem and importance issues, and use of technology are challenging traditional educational practices (Coates 2007; Hersch and Merrow 2005; Schroeder 2004; Taylor 2005, 2006, 2010; Twenge 2006; Prensky 2001a, 2001b; Tapscott 2009). While old-school methods, especially the all too common lecture on content to passive learners, are proving less and less successful in bringing students to successful learning and developmental outcomes, pedagogies of activity and engagement, especially those that use recently available Web- and technology-based tools and resources, can be more effective but are not attaining significant levels of use in most schools. Many faculty who are interested in meaningful student learning understand why they need to move from the traditional academic delivery model to a best practices model based on increasing student responsibility, engagement, and activity that leverages newly available online and technology-based resources, but they may not know what to do (Barr and Tagg 1995; Bok 2006; Gardiner 1998; Tagg 2004; Taylor 2010; U. S. Department of Education 2006). This paper provides an overview of specific techniques for improving instruction and student learning when operationalizing the model introduced in "Teaching Generation NeXt: A Pedagogy for Today's Learners" (Taylor 2010).

Chapter 1: Learning Environments

Teaching Generation NeXt: Leveraging Technology with Today's Digital Learners

Mark Taylor

Faculty struggle to effectively teach our traditionally aged students from Generation NeXt. In addi
to issues with academic preparation, academic expectations, consumer orientation, and self-apprai
esteem, and importance issues, their uses of technology are challenging traditional educational practi
(Coates 2007; Hersch and Merrow 2005; Prensky 2001a, 2001b; Taylor 2005, 2006, 2007, 2010, 20
Twenge 2006; Tapscott 2009).

This generation of digital natives has caught many educators flat-footed (Prensky 2001a, 2001b). Rat
than complain about students' technology and online preferences, schools need to embrace technol
and leverage it for academic and developmental means and ends. "Old school" and generally low-k

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www.taylorprograms.com

3 *This chapter addresses issues faculty should consider when exploring the possible use of social media in instruction with today's learners.*

Leveraging Social Media for Instructional Goals: Status, Possibilities, and Concerns

Mark Taylor

Web-based tools including information access, communications, utility programs, and applications (apps) have transformed the lives of most people today, including instructors and students in higher education. Although much of the content is of questionable quality and some of the interaction is negative, web-based tools have generally benefited postmodern life and higher education. Collaborative read/write tools including social media (SM), also referred to as Web 2.0, have had especially strong impacts on students' daily and academic lives. With the ubiquity of social media use, especially by students, many faculty are considering if, and how, they may use those platforms as tools in instruction. Can sites like Facebook, Twitter, Tumblr, and Instagram fit into constructivist-informed teaching and help instructors help their students reach learning outcomes? What should faculty consider when deciding whether or not, and how, to engage with their students on SM sites for instruction? This chapter addresses issues in leveraging SM for instructional proposes.

A MANAGEABLE REVOLUTION:

FLIPPING

the Faculty from the Lecture Model to Research-Based Instruction DR. MARK TAYLOR

Faculty members continue to struggle to effectively teach traditionally aged students, who bring very different traits and expectations to higher education (Taylor 2010, 2011). Their issues with academic preparation and expectation, responsibility, esteem and importance concerns, and their use of and dependence on technology are challenging traditional higher education instructional practices (Prensky, 2001a, 2001b; Taylor, 2005, 2006, 2007, 2015; Twenge, 2006).

Learning outcomes and workplace readiness issues have come under increased scrutiny and criticism as the public questions the effectiveness of higher education practices and outcomes when addressing this generation's learning experiences (Arum and Roska, 2011; Hersch and Merrow, 2005; Bok, 2006).

Real and perceived problems can be traced to a very simple cause: the people hired as instructors may not be adequately trained to teach. We employ subject-matter experts, research scientists, and practitioners and then assign them the responsibility of bringing students to particular learning outcomes; a job for which they have not been prepared.

Faculty development around teaching skills is uneven at best, and frequently made available only to those who ask for it. At research colleges and universities, this is complicated by the fact that teaching is often not perceived as the most important part of a faculty member's job. As has long been the tradition, research, grant writing, managing graduate programs, committee involvement, various community and social involvements, and administration may have a greater impact on remuneration, job security, promotion, and tenure than actually teaching, much less developing the skills necessary to effectively teach or to measure student learning outcomes.

So what do subject-matter experts with little or no training on methods of effective college teaching do? They teach the way they were taught, lecturing on the content to passive students instead of applying the data on best practices on bringing students to meaningful, lasting learning outcomes (Berrett, 2014; Weimer, 2002). Anyone who doubts that the lecture model is pervasive need only observe a sample of classes in session at most schools.

A reliance on lecture is the epitome of what seminal writers like Gardiner (1994, 1998) and Barr and Tagg (1995) criticized as the teaching model, where colleges are seen to exist *to provide instruction*. Colleges and universities should exist to *bring about learning in students*. This article is intended to help academic administrators move faculty from the traditional, lecture-based teaching model (hereafter referred to as the *lecture model*) to an active, learning and learner centered best-practices model (hereafter referred to as *research-based instruction*). A succinct summation of the wealth of evidence from learning outcomes research, neuroscience, and cognitive psychology that forms the foundation of research-based instruction is that the one who does the work does the learning (Doyle, 2011; Leamson, 1999; Zull, 2002). So, most simply, the job of instructors is not to do the work themselves (lecture) but to plan and direct the work of students.

The reasons for moving from the lecture model to research-based instruction – primarily improved learning outcomes – and the corresponding methods are not secret and have been explicated and promoted by many scholars, including Arthur Chickering and Zelda Gamson (1987), Terry O'Banion (1999), Lee Fink (2003), Terry Doyle (2008, 2011), and Linda Nilson (2010) and in the ongoing work of Maryellen Weimer (2002) and Eric Mazur (1997).

One practical and readily accessible application of research-based instruction is the flipped classroom. It is generally attributed to Harvard physics professor Eric Mazur, who is also its most public face and advocate through his model of Peer Instruction (Berrett, 2016; Mazur, 1997). In the flipped classroom students are required to prepare for each class meeting, generally at the content level. Student preparation for each class meeting is expected and assessed, and is a prerequisite for full participation in the class session. During class time, students engage in a variety of interactional activities with faculty facilitation. These activities solidify remembering the content for fluent recall and help learners reach higher order cognitive and skills-based outcomes. While there are many active learning techniques that promote student engagement, they have in common that the instructor is coordinating students doing the work of their own learning, as opposed to simply lecturing on content.

Besides improving learning outcomes, the processes of the flipped classroom can increase workplace readiness, as course mechanics are more aligned with workplace expectations than are the processes and expectations of classes based on the lecture model. The requirement that students come to class on time and be prepared helps them develop the responsibility necessary to meet similar expectations in the workplace, as well as helping students acquire basic workplace habits like timeliness and productivity. The active learning format helps students develop communication, cooperation, and interactional skills, also valued in the workplace. As classes move more fully to these best practices, overall workplace readiness and the satisfaction of employers with graduates may increase. It might also be noted that active classes are more engaging for students - and student engagement increases student persistence (Deslauriers, Schelew, and Wieman, 2011; Kuh, Kinzie, Schuh, and White, 2005).

Readers who want more information on the applications of research-based instruction are encouraged to review *Teaching Generation NeXt*, which describes a model especially appropriate for the current cohort of digitally engaged students, briefly described below (Taylor 2010, 2011, 2012).

TEACHING GENERATION NEXT MODEL SUMMARY:

1. IMPROVE STUDENT FUTURE ORIENTATION

Most students attend college with the plan of entering a professional field. "Don't talk to students. Talk to the professional they aspire to become," is the motto. Faculty members are encouraged to help students focus on the professional they aspire to become, with its requisite abilities and skills. Students may be coached to look past the student roles they currently occupy and to look ahead to the intended goal of occupying a professional role.

2. IDENTIFY CLASS GOALS AND LINK TO STUDENT GOALS

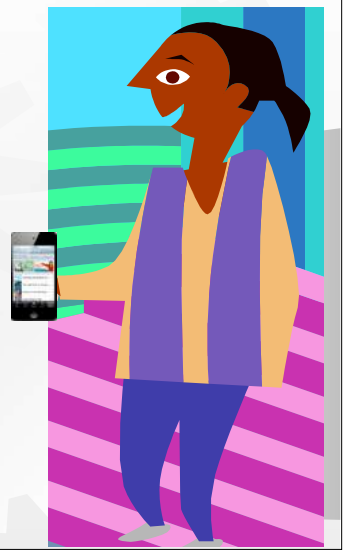
Once students better focus on their future goals, instructors can help them link the desired outcomes of the particular course to their professional goals. People learn what they regard as relevant to them; they care about information and skills that they see as having value to them (Svinicki, 2004). Faculty can help students better understand the desired outcomes of the course, and how reaching these can help students in their future professional roles.

3. IMPROVE STUDENT UNDERSTANDING OF CLASS EXPECTATIONS

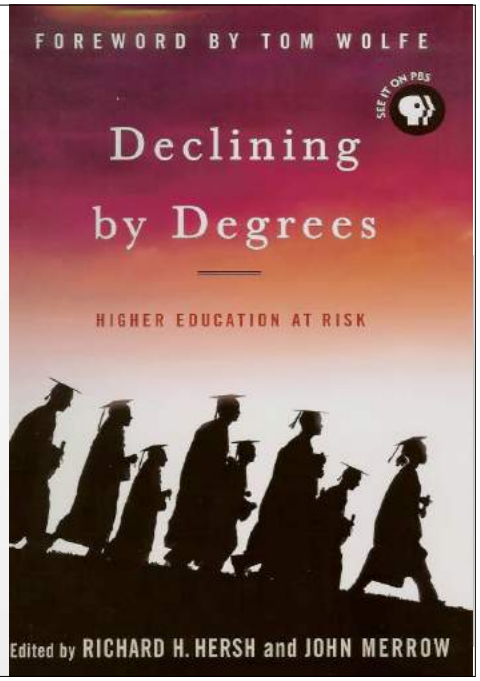
Faculty should not assume that students know what they need to do to be succesful learners, especially in classes organized around research-based instruction. To improve compliance, instructors are encouraged to spend time helping students understand the requirements and process of their class, and the rationales for increased student effort, required homework, and in-class activity.

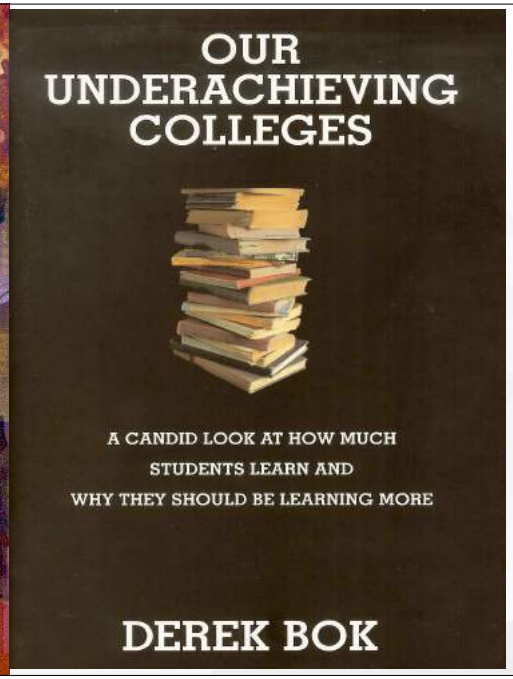
Today

- What is the deal with today's students?
  - Are they as different as the seem?
- How did they get to be like this?
  - We made them
- Are they going to be like this for a while?
  - Maybe not
- How are we doing with them?
  - May be some issues
- Can we improve instruction and services and with them for better outcomes?
  - Learning
  - Persistence
  - Workplace readiness
- Doing things differently
  - Not pandering
  - "Best practices"
  - "Research informed instruction"
- "Caring attitudes of faculty and staff."

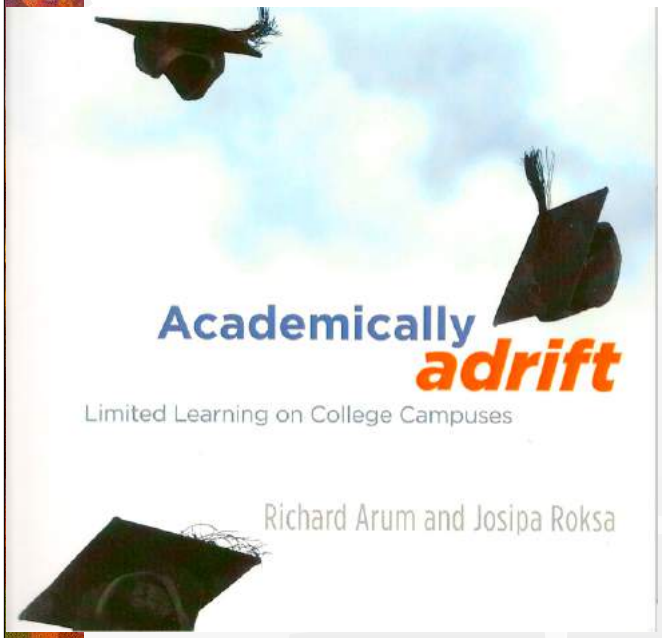


Increasingly Public Learning and Outcomes Issues





Modest changes for many students even after four years



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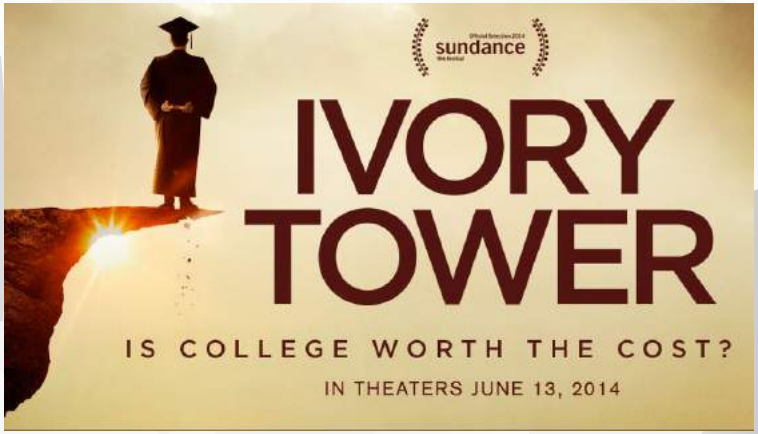
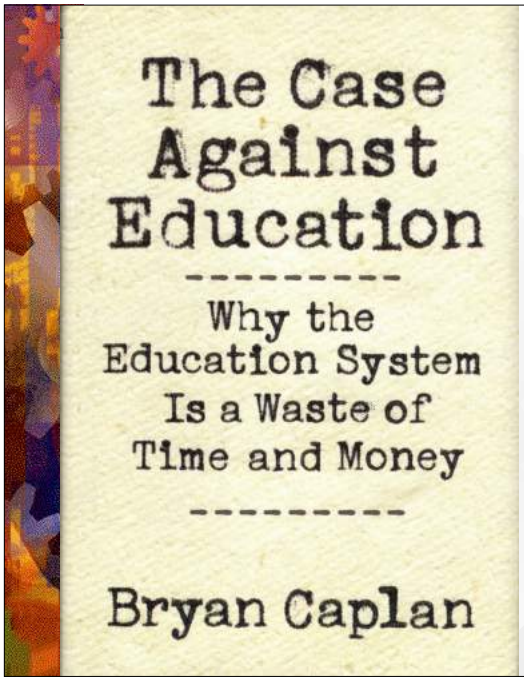
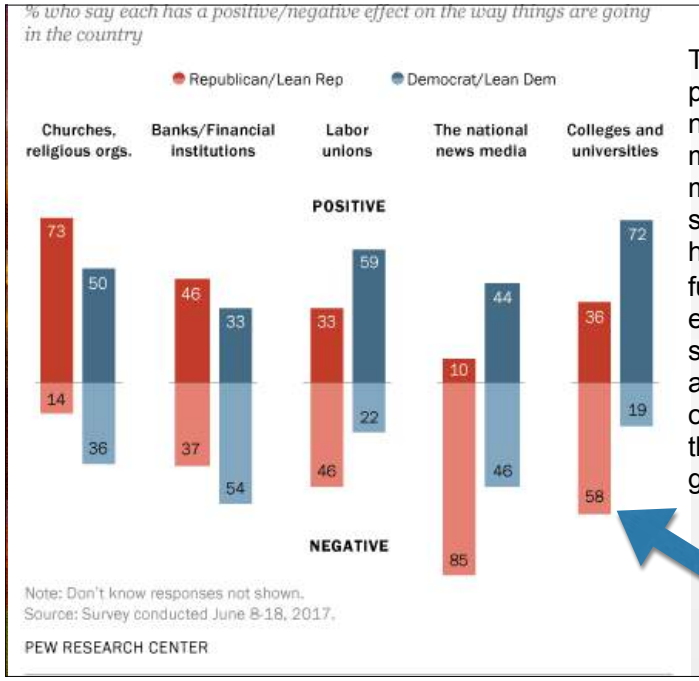


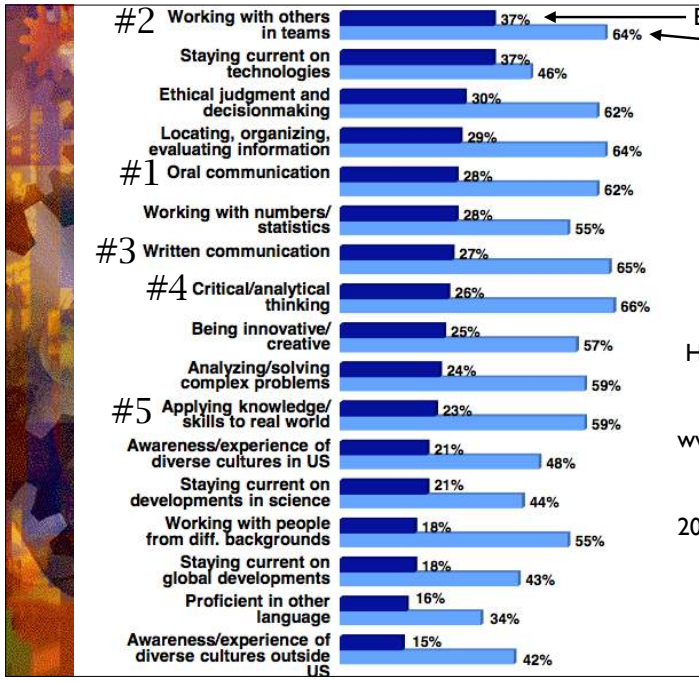


2018 perspective by Libertarian economist suggests that the main social function of higher education is not learning or change but "signaling" to employers that graduates have both dedication and submissiveness.



The current political climate nationally and in many states may not be supportive of higher education funding if higher education is seen as having a negative effect on "the way things are going."

- *"Most colleges are seriously out of step with the real world in getting students ready to become workers in the post-college world".*



Assessments of College Graduates' Skills: % reporting "well prepared" in each area

Hart Research for AACU 2016 https://www.aacu.org/leap/public-opinion-research/2015-survey-falling-short

Students Rate the Importance of College Learning Outcomes
(Proportion of students and employers who rate each outcome as an 8, 9, or 10 on a 0-to-10 scale)

	College Students %	Employers %
Critical thinking and analytical reasoning skills	79	81
The ability to apply knowledge and skills to real-world settings	79	80
The ability to effectively communicate orally	78	85
The ability to work effectively with others in teams	77	83
The ability to effectively communicate in writing	75	82
Ethical judgment and decision-making	74	81
The ability to analyze and solve complex problems	73	70
The ability to locate, organize, and evaluate information from multiple sources	73	68
The ability to analyze and solve problems with people from different backgrounds and cultures	71	56
The ability to innovate and be creative	69	65
Staying current on changing technologies and their applications to the workplace	68	60
Awareness of and experience with diverse cultures and communities within the United States	58	37
The ability to work with numbers and understand statistics	55	56
Staying current on global developments and trends	49	25
Staying current on developments in science	49	26
Awareness of and experience with cultures and societies outside of the United States	46	23
Proficiency in a language other than English	35	23

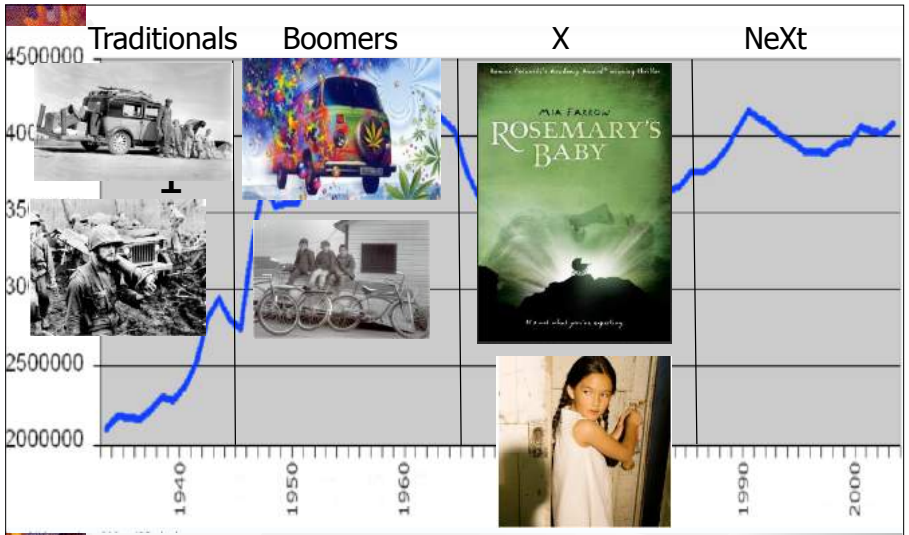
Hart Research for AACU 2016
An list of these skills ordered by employer rating of importance would make a great classroom poster!

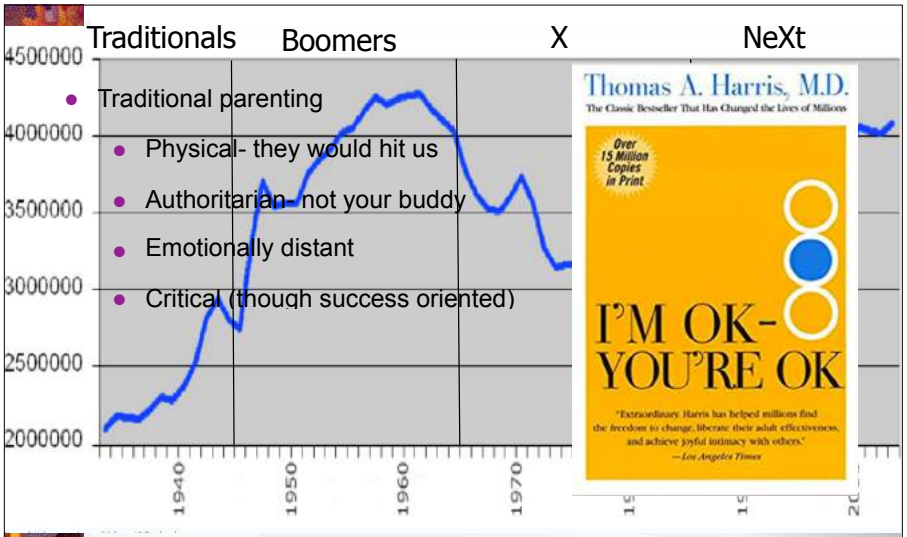
A Different/ Changing Workplace

- "The Gig Economy"
- Contractor arrangements
- Escalated employer expectations for readiness
  - Especially for "real" jobs with benefits
  - What 22 year old can replace you or me?
- "Is *entry level* really *entry level*?"
- "Internships" often "required" in some professions
  - A luxury not really feasible for many students
- We should make work experience available
  - Work study, student workers, in field
- Maybe we should we talk to workplaces about adjusting expectations
- Something between an unpaid internship and full time employment.

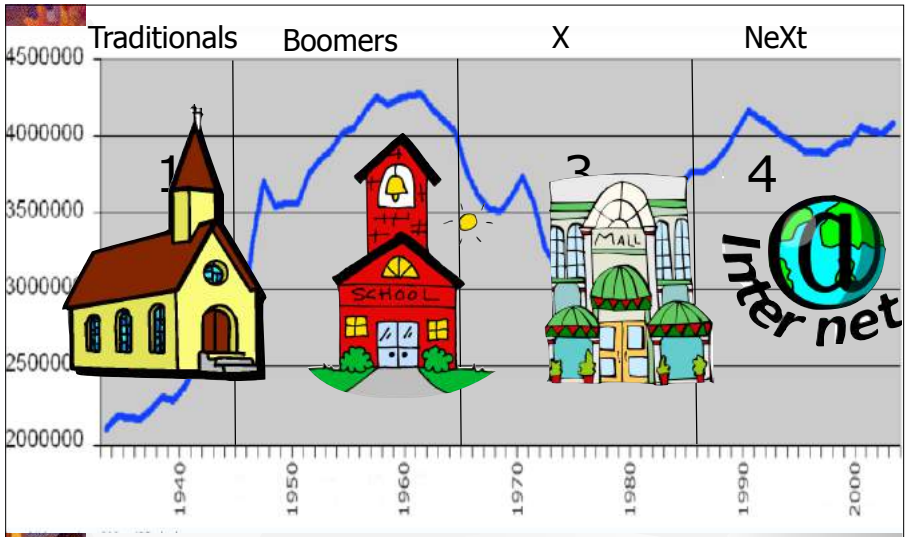
A Generational Perspective

- We are each a member of a generational cohort
  - The products of our times
  - Tend to carry culturally influenced perspectives from that time
  - Generally think we are normal
- Not stereotypes or over generalizations
  - Based on **Modal data** and **Trends**
  - "Typical" generational traits
- Doesn't perfectly describe everyone
  - Cohorts of individuals
- A starting place for understanding.





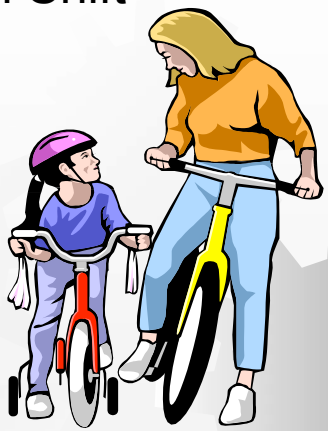
- Traditional parenting
  - Physical- they would hit us
  - Authoritarian- not your buddy
  - Emotionally distant
  - Critical (though success oriented)



Here comes Generation NeXt

A Generational Shift

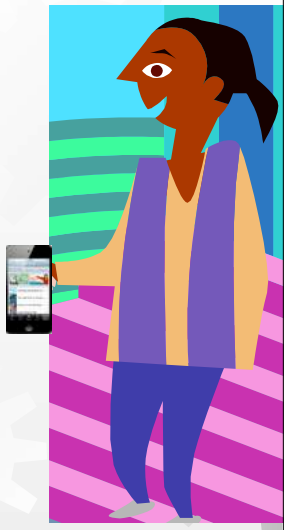
- From the independent, adaptable, pragmatic scrapper of Gen X
- To the era of the **wanted, precious, protected, perfected** child
- Around whom the family revolves
  - Child-centric families
- Parents less authority figures
  - More friends/ facilitators
- The Self-esteem experiment



"If we make them feel good about everything they do and tell them how great they are, will all of their gifts be revealed?"

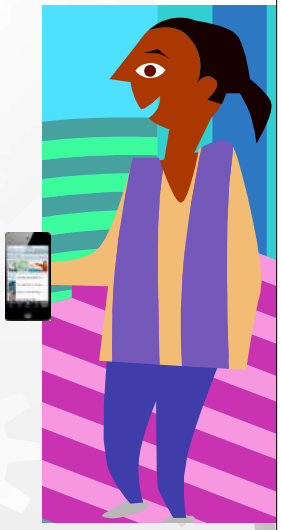
NeXters are really great people

- Generally positive/ confident/ optimistic
- Usually very friendly
- Fewer family issues
  - Like and admire parents
- Expressive/ direct/ honest
- Like to interact/ very social
- Digitally connected with people/ information/ an on-line social world
- Can locate any information they want or need
  - Search is the new learn
  - Find is the new know
  - "There should an app for that".



Why they will save us all

- Inclusive
  - More diverse
  - Comfortable with/ value diversity
  - Value fairness and human rights
    - "Everyone is entitled to.."
  - Alert to aggressions
  - Will defend others
- Purposeful- interested in social change
  - Want to be involved in something important
  - Want to change the world for the better
    - But may not know how
- **If we connect wth their sense of mission and interest in social change.**



The Self-esteem Experiment Results

- **Disconnected** the reward from real talent or significant effort
- May feel **entitled** to outcomes
- May see college as a **product**, outcome
  - Not **personal change**
- May **overrate** their skills, talents and abilities
- May **underrate** the effort required to be successful
- May be **extrinsic/ lack of ownership**
  - May not accept **responsibility** own learning
  - May be **reluctant** to do the hard work of their own learning
- May need lots of **encouragement**, praise, thanks
- **2.0 dependent**
  - May have trouble judging quality of the info they find
  - or are subjected to.

iGen/ Generation 2.0

If you think they are digital now…

Gen NeXt

Starting about 1986

Boomer Parenting

- **Protecting through involvement**
- **What's best for the *group* of children**
- ***Giving* children what they need to be successful**
- **Aspirations – you can do anything**
- **Everyone wins**

Praising
More supportive
"Just have fun."

2.0/ iGen

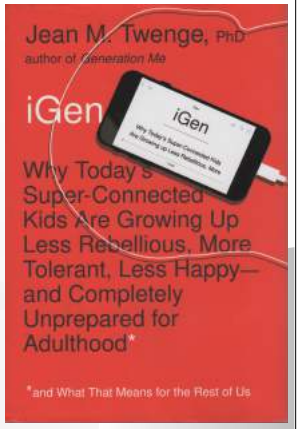
Starting about 1995

Gen X Parenting

- **Protecting through surveillance**
- **What's best for *MY* child**
- ***Teaching* children *how* to be successful**
- **Realistic – do what you're good at**
- **Only the best win**

Pushing
More critical
More competitive

IGen (Compared to NeXt)



- Less **narcissistic**
- May be less likely to feel **entitled** to outcomes
- **More likely** to do the **work**
- Want very **clear guidelines** for exactly what they need to do and what is important
- May be less **confident**
- May be more **realistic, pessimistic**
- May be more **fearful, anxious, worried**
- May fear that they are **not good enough**
- May be less **external**, more likely to blame selves
- *May want a lot of **help***
- *May be **sensitive.** Easily threatened and may need a "safe space"*
- *May need lots of **encouragement and support**.*

Have Smartphones Destroyed a Generation?

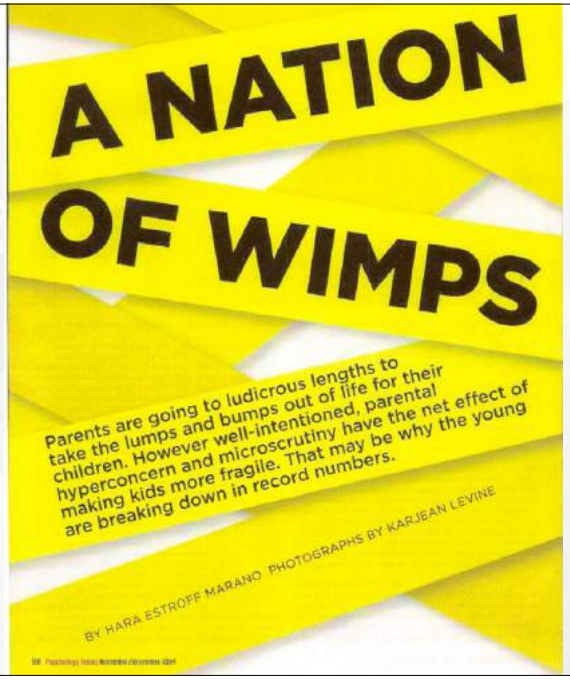
More comfortable online than out partying, post-Millennials are safer, physically, than adolescents have ever been. But they're on the brink of a mental-health crisis.

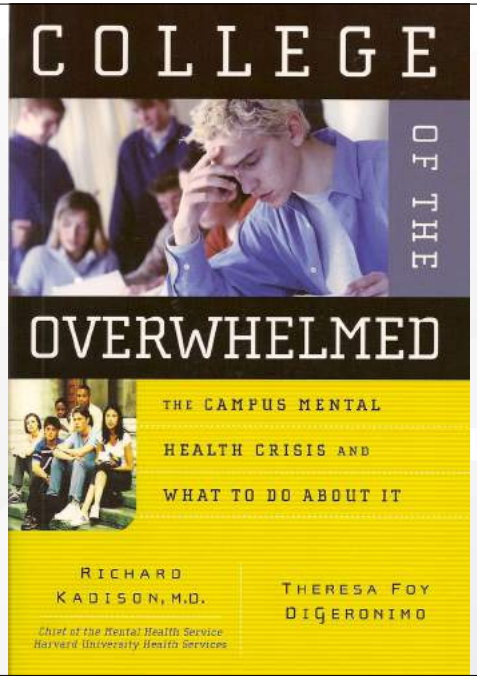
JEAN M. TWENGE | SEPTEMBER 2017 ISSUE | TECHNOLOGY

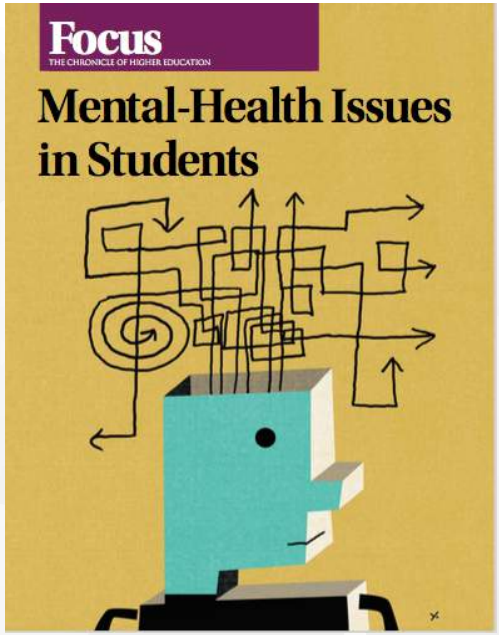
https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/

US Armed Forces

- Need 200,000 citizen volunteers each year
- 71% of Americans ages 17 to 24 are not eligible to enlist
  - #1 reason
  - **physical unfitness**
- Getting worse, not better
- Reducing eligibility pool.



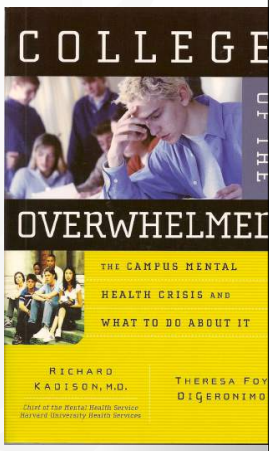




Helping Students be Successful

Helping Students be Successful

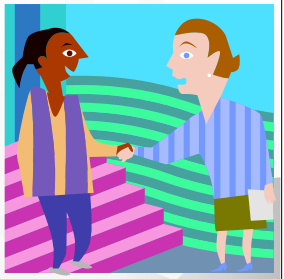
- Be aware of mental issues
- Anxiety, stress, loneliness, fear
- They have these issues in high school
- And college is more stressful
- What do you want when you feel like that?
- Warm, caring people?
- You don't have to be a counselor
- But you do have to be kind
- Be willing to listen..



Helping Students be Successful

Engagement/ integration

- Academic integration
  - Helping students value learning outcomes
  - Engaging processes- with you and each other
- Social integration
  - "Membership"
  - Place they want to come
  - Warm, friendly adults who care about them and their success
- "Active friendly"
  - Smile, greet, unstressed.



Helping Students be Successful

- Help them understand the systems and what it takes to be successful
  - Time, effort
- We know what works
- Required orientation- required, extended, peer led
- First year experience/ college success classes
- Placement testing into appropriate classes
- Effective developmental/ remedial courses
- Intrusive developmental advising
- Managing transitions
- Early alert systems/ support interventions
- Increasing availability of support services
- Increasing student use of support services.

Treat them like learners

- Customer Service?
- One thing they are is customers
  - Money changes hands
  - Fiduciary relationship
  - Consumer expectations of students, parents, society
- A strange customer
- A customer we expect to do all the work
- More like going to a gym than a movie
- Create and maintain a relentless focus on
  - Future orientation
  - Personal effort
  - Student responsibility for outcomes.

Teaching Today's Students

From Teaching to Learning -

A New Paradigm for Undergraduate Education

By Robert B. Barr and John Tagg

The significant problems we face cannot be solved at the same level of thinking we were at when we created them. -Albert Einstein

A paradigm shift is taking hold in American higher education. In its briefest form, the paradigm that has governed our colleges is this: A college is an institution that exists *to* provide instruction. Subtly but profoundly we are shifting to a new paradigm: A college is an institution that exists *to produce learning*. This shift changes everything. It is both needed and wanted.

Change, November/December 1995, pp. 13-25. Reprinted with permission of the Helen Dwight Reid Educational Foundation. Published by Heldref Publications, 1319 Eighteenth *St., N.W., Washington, D.C. 20036-1802. Copyright 1995.*

A new pedagogy?

Teaching Generation NeXt: A Pedagogy for Today's Learners

Research based instruction

- What has been tested and demonstrated to be effective in helping students reach learning outcomes
- Very different from traditional, lecture based college teaching
- Really very simple.

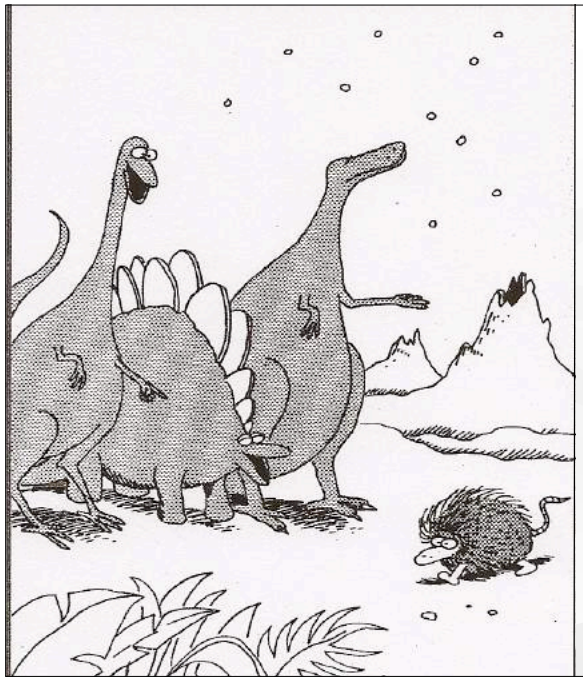
Teaching Generation NeXt: A Pedagogy for Today's Learners

Teaching Generation NeXt: A Pedagogy for Today's Learners

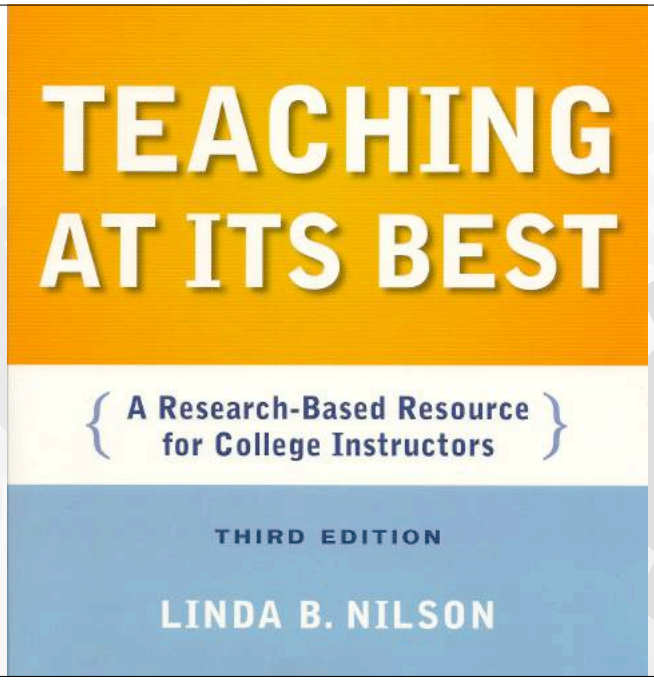
Research based instruction

- **"Whoever does the work does the learning."**
- Teaching is not a process of delivery
  - It is not something you do for or to students
  - It is directing/ helping/ motivating students do the hard work of their own learning
- From student as **recipient of learning** to learner as **active agent** in their own development
  - From extrinsic to intrinsic motivation
- **"Student work should look like the desired outcome, or have an obvious process connection to the desired outcome."**

Some faculty have adopted best practices



But best practice is not standard practice on most campuses



Principles of Best Practice

- Very clear **EXPECTATIONS** for being a successful learner
- Non-negotiable **COMPLIANCE**
- Learning based on student **ACTIVITY** that relate to desired outcomes
- A classroom ritual based around student **INTERACTION**
- Students are **ENGAGED** with the course content, during class, with you and with each other
- Student are **INVESTED;** they care about the class; content and skills
- Students are **RESPONSIBLE** for preparation before class and for working during class
- **REPETITION** stabilizes labile neurons/ makes lasting learning connections
- Learning moves to **HIGHER LEVELS;** "Up Blooms" from recall to applying/ skills and evaluating/ critical thinking
- Leverages **TECHNOLOGY** for "delivering content", and engaging

Teaching Generation NeXt: A Pedagogy for Today's Learners

The Best Practices Model

- Improves learning **outcomes**
  - Lasting remembering and ability to access
  - Skills development
  - Evaluation and critical thinking
- Increases student **engagement** and **persistence**
- Increases student **compliance**
- Increases student **responsibility**
  - From extrinsic to intrinsic motivation
  - From static to growth mindset
- Improves **workplace** readiness
- All of your dreams will come true.

Creating Complete Professionals/ Adults

Know what to do
Knowledge/ Information
Remembering, Understanding
Effective uploading/ able to recall

Able to do it
Skills
Applying, Analyzing, Evaluating
Habits of the hands
Habits of the head

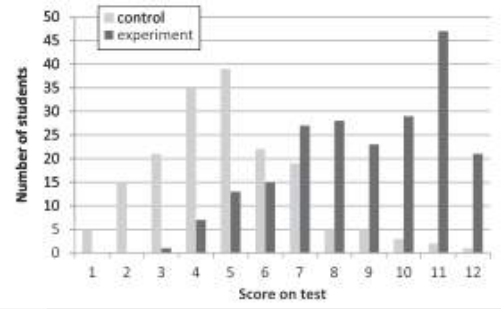
Willing to do it
Values
Affective, Worth, Caring
Training "instincts"
Is this a good idea?
Is it worth doing?

Improved Learning in a Large-Enrollment Physics Class

Science, Vol. 332 no. 6031 pp. 862-864

Louis Deslauriers,[1,2] Ellen Schelew,[2] Carl Wieman*†‡

We compared the amounts of learning achieved using two different instructional approaches under controlled conditions. We measured the learning of a specific set of topics and objectives when taught by 3 hours of traditional lecture given by an experienced highly rated instructor and 3 hours of instruction given by a trained but inexperienced instructor using instruction based on research in cognitive psychology and physics education. The comparison was made between two large sections (N = 267 and N = 271) of an introductory undergraduate physics course. We found increased student attendance, higher engagement, and more than twice the learning in the section taught using research-based instruction.



Teaching Generation NeXt: A Pedagogy for Today's Learners

1. Improve student's future orientation
2. Identify class goals/ link to student's goals
3. Improve student understanding of class expectations
4. Move content learning out of class
5. Create the necessity of preparing for and attending class
6. Increase classroom activity and engagement
7. Improve assessments and accountability.

Teaching Generation NeXt: A Pedagogy for Today's Learners

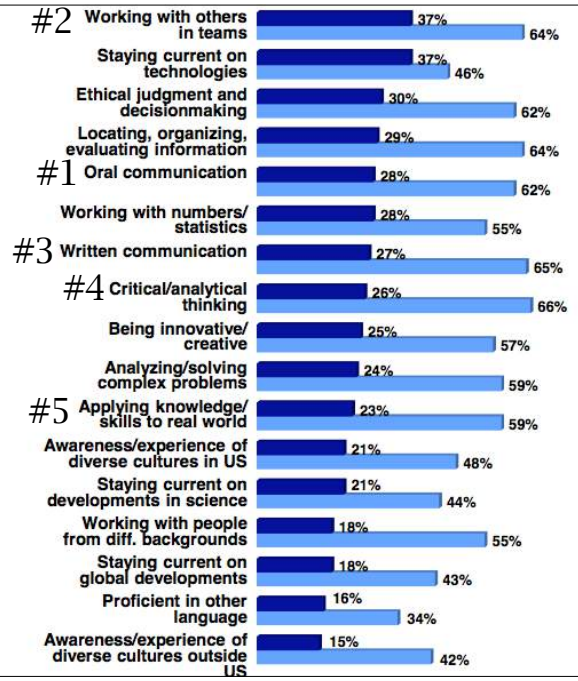
1. Improve student's future orientation
   - *What do you want to be when you grow up?*
   - Don't even talk to students
     - Talk to the professional they aspire to become

1. Builds affective engagement/ investment and persistence

2. Helps them see the value in/ worth of necessary effort

3. Improves persistence/ resilience

4. Help them understand expectations of professional world.



Teaching Generation NeXt: A Pedagogy for Today's Learners

1. Improve student's future orientation
2. Identify class goals/ link to student's goals
   - Help students understand the connection between this course and their goals/ what they want to become
   - Extrinsic to intrinsic motivation
     - From credentialing/ "getting the credit" to learning
   - Not a big a challenge if the name the class and career are the same
   - Menu of Benefits
     - How can _____ help you?
     - Pick three most important to you.
     - Convince your neighbor.

Brainstorming Benefits

- Basic physical needs
  find work, get money to feed / provide for self and others
- Safety/ security
  money, stable work, safe areas to live,
  not be tricked or taken advantage of
- Belonging/ acceptance
  how others see you, people you associate with,
  quality of interactions
- Esteem/ achievement
  money, status, success, advancement
  to do well, the best you can do, being the best **in** the world
- Meaning/ self actualization
  Purpose/ impact- doing what you were meant to do, making a difference, best **for** the world.

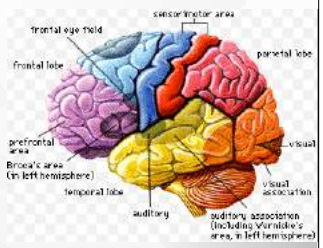
Teaching Generation NeXt: A Pedagogy for Today's Learners

Teaching Generation NeXt: A Pedagogy for Today's Learners

1. Improve student's future orientation
2. Identify class goals/ link to student's goals
3. Improve student understanding of class expectations
   - Helping students understand what it takes to be successful in your class
   - People tend to assume that "what has worked in the past should work now."
   - In college, "talent" is not enough
   - Academic effort (if any) of high school not sufficient for most students in college.
   - Clarifying expectations improves compliance, and gives you a chance to help students buy-in to doing the work.

Learning and the Brain

- Learning happens in the brain
- Learning can be externally encouraged but only **internally initiated**
  - The goal of teaching is to persuade students to **initiate their internal learning processes**
- Simplest- knowledgeable teacher telling students what they need to know
  - Shockingly ineffective in changing the brain.
- **"Whoever does the work does the learning."**
  - Active- the student has to do something.



3. Improve student understanding of class expectation

Making the case for their increased **effort**

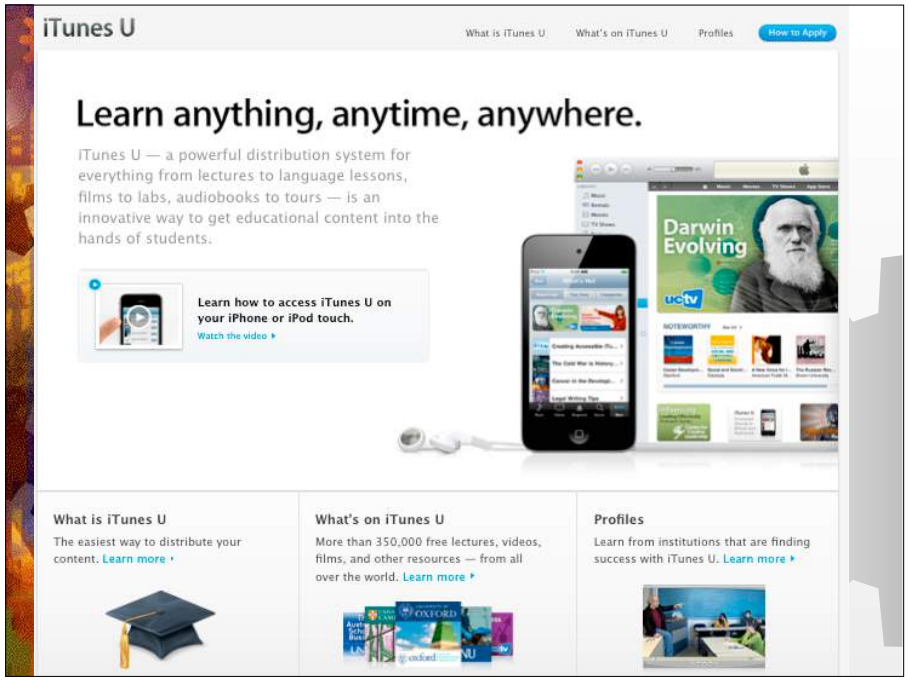
- *I teach based on best practice- the science of learning*
- *We know **Whoever does the work does the learning.***
- *So my job is to help you do the hard work of your own learning*
- *I will make sure that you know what to do to be successful*
- *I will monitor your progress and offer feedback on your progress and improvement*
- *Pretend you have joined "The Learning Gym"*
- *I can't do the work for you but I will do everything I can to be successful.*

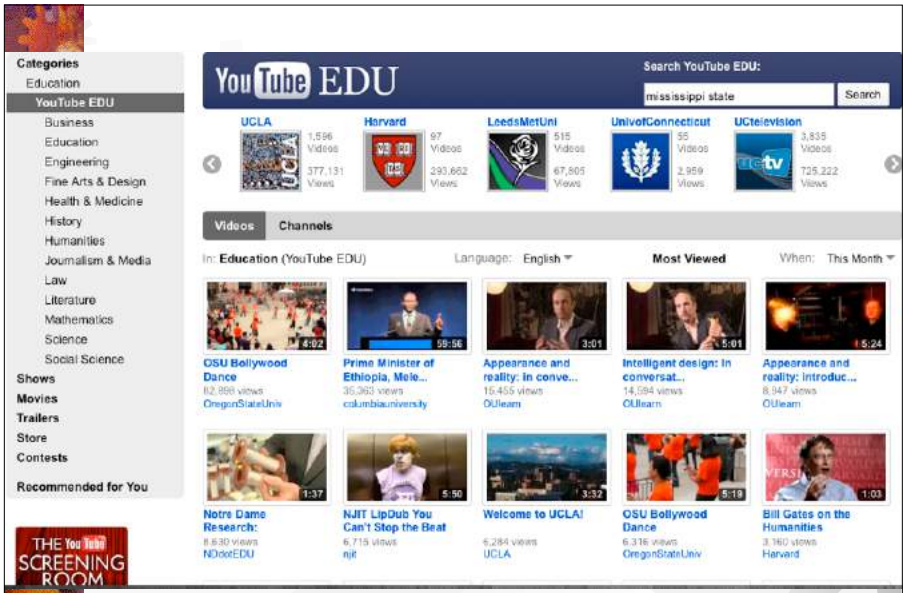
Teaching Generation NeXt: A Pedagogy for Today's Learners

1. Improve student's future orientation
2. Identify class goals/ link to student's goals
3. Improve student understanding of class expectations
4. Move content learning out of class
   - Move lower level learning goal to class preparation time to free live class time for you to help them actively develop higher order thinking skills.
   - The first step in "Flipping the class"

Teaching Generation NeXt: A Pedagogy for Today's Learners

4. Move content learning out of class
   - The introduction of material for remembering and understanding
     - Anything you can explain, you can move out of class
   - The introduction of skills.
     - Anything you can demonstrate you can move that introduction out of class
   - Best out-of-class content assignment will have a built in homework expectation, or link directly to what will be checked for homework.





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Teaching Generation NeXt: A Pedagogy for Today's Learners

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Ensuring Preparation and Attendance

- Ticket in- especially critical in lower level classes
- **Preparation is a necessary precondition for participation in the active class session, which will use the homework**
  - Its your job to make homework appropriate to content and students
    - Maybe learn vocabulary instead of learn process
  - First assignments should just be about compliance
- Need to check each student's preparation before each class
  - Through CMS, at the door, clicker quiz (redundant)
- Points can be earned for preparation
  - Only redeemable at the start of class
- Points can be earned for in-class activity
  - **But only prepared students go into the class activity**
- Unprepared students are given the opportunity to complete the assignment during the class session while other students earn activity points.

Ensuring Preparation

- Assignment points plus activity points need to be worth at least 30% of overall grade to start
- Lots of choices/ mechanisms/ techniques for
  - Making assignments
  - Checking preparation
  - Assigning points between preparation and activity
- Can you move away from these points?

What to do with the unprepared student?

- Have a conversation
- NOT "Why don't you have your homework?"
  - Requires a justification
- ASK "How it is that you are not prepared for class?"
  - Invites an explanation
- Did you **KNOW** what to do?
  - Did you understand the assignment?
- Are you **ABLE** to do it?
  - Can you do work at this level?
- Are you **WILLING** to do what it takes to be successful?
- Don't let them just fade away as they are socialized to the new model
- First few classes may be a formative assessment of you success in the first three steps of the model and appropriateness of the assignments.

What if they have done the homework but still don't get it?

1. Consider the possibility that the assignment was to complex, difficult, too long

   First assignments are super-easy, about compliance, about socializing them to prepare every day and to give you a chance to praise them for their effort

- Giving a redundant (clicker) quiz can check their real remembering and understanding, and help solidify their learning and ability to access the content (retrieval effect).
- Before the quiz ask "*Does anyone have any questions before the quiz?"*
- They may try to trick you into delivering the content/ killing time/ give the quiz away with a global *"I just didn't get it."*

DON'T DELIVER THE CONTENT OR EXPLAIN

- They have already had the content delivered/ explained and it didn't work
  - Or else they just didn't prepare
- Ask "What part of it didn't you get?"
  - "Did you understand the first question?"
    - "What was the first question?" (effort)
  - "How did you approach this? (strategy)
  - "What answer did you get? Show up how you worked that problem?"
  - "Who can help them with this?"
  - **Help them, individually and as a group, work it out on their own**
  - **Then clarify.**

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Know what to do

Knowledge/ Information

Remembering, Understanding

Actively upload/ practice retrieval

Explain it to someone else

Constructing learning by finding the words that they need to hear

Able to do it

Skills

Applying, Analyzing, Evaluating

See a model/ Practice

Demonstrate to someone

Willing to do it

Values

Affective/ worth

Identify future benefit

Convince another student

Activity increases learning

Teaching Generation NeXt: A Pedagogy for Today's Learners

7. Improve assessments and accountability.
   - Combine formative and summative assessments
   - Formative- assessments of learning progress/ processes
     - Helping student learn to self-access
   - Summative- measures of learning outcomes
   - Assessing improves accessing
   - Assessments increase remembering and ability to access
     - "Retrieval effect"
     - Even when students get the answers wrong.

Teaching Generation NeXt: A Pedagogy for Today's Learners

7. Improve assessments and accountability.
   1. Pretest on upcoming content
   2. Quiz on homework
   3. Low level quizzing to start the class on what we did last time
   4. Low level quizzing to end the class on what we just did
   5. Random student offers 2-3 minute summary of what we did last class, no notes
   6. Random student offers 2-3 minute summary of what we just did in class, no notes
   7. "Practice" testing- two midterms
   8. Cumulative testing
   - Any opportunity to help them retrieve helps them remember longer and to be better able to access the information.

Teaching Generation NeXt: A Pedagogy for Today's Learners

1. Improve student's future orientation

   Don't talk to students; talk to the professional they aspire to become

2. Identify class goals/ link to student's goals

   Help students understand the whys/ benefits of the course

3. Improve student understanding of class expectations

   Teach students how to be effective, self-responsible learners

4. Move content learning out of class

   Flip the class. Meet lower level learning outcomes out of class.

5. Create the necessity of preparing for and attending class

   Points for preparation, and completed homework is ticket into class activity

6. Increase classroom activity and engagement

   Whoever does the work does the learning. Class is coordinated student interaction

7. Improve assessments and accountability

   Combine formative and summative assessments.

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