

Mary Cowan BSRs R.T. (R)

Teaching Through The Generations

Objectives

- o Define characteristics of various generations in a classroom environment
- o Recommend strategies to help educators successfully interact with members of different generations
- o Organize a lesson plan that accommodates students of diverse generational backgrounds
- o Identify classroom strategies and activities to manage a diverse classroom

Imagine.....

- o Average classroom
 - o College professor- 53 yrs old
 - o Student 1- 19 yrs old
 - o Student 2- 26 yrs old
 - o Student 3- 35 yrs old

Gibson, S. E. (2009, January/February). Intergenerational communication in the classroom: recommendations for successful teacher-student relationships. *Nursing Education Perspectives*, 30(1), 37-42.

Baby Boomers

- o Born between 1946-1964
 - o Average age of 58
- o Characteristics
 - o Hardworking
 - o Competitive
 - o Crave public recognition
 - o Respect authority and Leadership
 - o Original "workaholics"
 - o Respect the values of traditionalist parents

Holyoke, L., & Larson, E. (2009, November). Engaging the adult learner: generational mix. *Journal of Adult Education*, 38(1), 12-21.

Baby Boomers

- o Raised in a time where culture changed with losing the "traditional home"
- o Mothers begin to enter the workforce
- o Vietnam War
- o Invention of the Television
- o Civil Right Movement
- o Watergate scandal

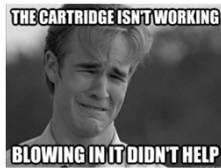
Generation X

- o Born between 1965-1981
 - o Average age of 38
- o Characteristics
 - o Skeptical
 - o Embrace technology
 - o Want a work/life balance
 - o Known to challenge authority
 - o Question the government
 - o Independent

Holyoke, L., & Larson, E. (2009, November). Engaging the adult learner: generational mix. *Journal of Adult Education*, 38(1), 12-21.

Generation X

- o Termed "latchkey kids"
- o Raised in a more negative society
- o Explosion of technology
- o High divorce rates
- o Drug abuse
- o Political scandals



Millennial

- o Born between 1982-2002
- o Average age 21
- o Characteristics of
 - o Positive attitude
 - o Sheltered
 - o Impatient
 - o Materialistic
 - o Self-centered
 - o Extremely close to their parents
 - o Extremely social
 - o Technology driven

Holjatic, L. & Larson, E. (2009, November). Engaging the adult learner: generational mix. *Journal of Adult Education*, 38(1), 12-21.

Millennial

- o Saw a swing towards a merged family
- o September 11th
- o School shootings
- o Iraq and Afghanistan Wars
- o Clinton Impeachment
- o Have a lack of loyalty to employers
- o Demand a balance between work and play
- o Value teamwork and collaboration

Vincent Roehring, P., Vander Kooi, T. L., Dykema, S., Quisenberry, B., & Vandlen, C. (2012). Engaging the millennial generation in class discussion. *College Teaching*, 59, 1-6. doi:10.1080/8756755.2010.484035

The Next Generation

- Generation Wii, iGeneration, Gen Tech, Net Gen, Post Gen, Pluralist Generation, Gen Z ...
- Average age is between 5-8 yrs old

<http://www.kff.org/entmedia/upload/9010.pdf>

3 stupid stages of life!

Teen age:
Have Time + Energy ...but No Money

Working Age:
Have Money + Energy ...but No Time

Old age:
Have Time + Money ...but no Energy

Communication Methods

- Baby Boomers
 - Acknowledge the time they have spent in the workforce
 - Recognize their wins and achievements
- Face-to-Face
- Build rapport and respect
- Communicate they are valued and needed

Gibson, S. E. (2009, January/February). Intergenerational communication in the classroom: recommendations for successful teacher-student relationships. *Nursing Education Perspectives*, 30(1), 37-42.

Don'ts

- o Baby Boomers
 - o Assume you know their needs or understand their needs in advance
 - o Act as though technology is the answer
 - o Presume they will tell you if they are struggling

Communication Methods

- o Generation X-
 - o Talk short term (3-5 years)
 - o Time is a currency
 - o No surprises- Explain expectations
 - o Avoid unnecessary meetings
 - o Assign a task
 - o Give information immediately

Gibson, S. E. (2009, January/February). Intergenerational communication in the classroom: recommendations for successful teacher-student relationships. *Nursing Education Perspectives*, 30(1), 37-42.

Don'ts

- o Generation X
 - o Try to understate a challenge
 - o Allow them to interpret questions as implied challenges

Communication Methods

- o Millennial
 - o Use bursts of short info
 - o Reward with time
 - o Acknowledge their motivations are different and be okay with that
 - o Address a work/life balance
 - o Be positive
 - o Allow them an opportunity to ask questions

Gibson, S. E. (2009, January/February). Intergenerational communication in the classroom: recommendations for successful teacher-student relationships. *Nursing Education Perspectives*, 30(1), 37-42.

Don'ts

- o Millennial
 - o Forget the importance of "them"
 - o Create an environment in which they see as stressful

Communication Mnemonics

Communication Methods for Generations

Baby Boomers: Do's

- o Acknowledge the time they have spent in the workforce
- o Recognize their own achievements
- o Face-to-Face
- o Build respect and respect
- o Communicate they are valued and needed

Baby Boomers: Don'ts

- o Assume you know their needs or understand their needs in advance
- o Act as though technology is the answer
- o Presume they will tell you if they are struggling

Generation X: Do's

- o Talk short term (3-5 years)
- o Time is a currency
- o No surprise! Explain expectations
- o Avoid unnecessary meetings
- o Assign tasks
- o Give information immediately

Generation X: Don'ts

- o Try to undertake a challenge
- o Allow them to interpret questions as implied challenges

Millennials: Do's

- o Use bursts of short info
- o Reward with time
- o Acknowledge their motivations are different and be okay with that
- o Address a work/life balance
- o Be positive
- o Allow them an opportunity to ask questions

Millennials: Don'ts

- o Forget the importance of "them"
- o Create an environment in which they see as stressful

Preferred Learning Strategies

- o Baby Boomers
 - o Allow for skill advancement
 - o Relate information to past experience
 - o Be flexible in delivery methods

Twenge, J. M. (2009). Generational changes and their impact in the classroom: teaching generation me. Medical Education, 43, 398-405. doi:10.1111/j.1365-2923.2009.03310.x

Preferred Learning Strategies

- o Generation X
 - o Strong bullets
 - o Study guides
 - o Group work with opportunity for growth or mentoring
 - o Online supplements

Twenge, J. M. (2009). Generational changes and their impact in the classroom: teaching generation me. Medical Education, 43, 398-405. doi:10.1111/j.1365-2923.2009.03310.x

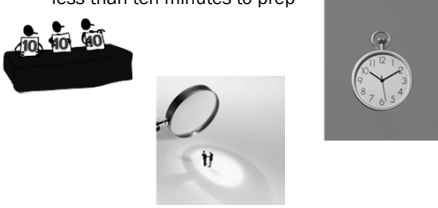
Preferred Learning Strategies

- o Millennial
 - o Groups
 - o Technology based activities
 - o Games
 - o Short and clear goals

Twenge, J. M. (2009). Generational changes and their impact in the classroom: teaching generation me. Medical Education, 43, 398-405. doi:10.1111/j.1365-2923.2009.03310.x


Classroom Strategies

o The next ten active learning strategies take less than ten minutes to prep



Why do I have to work with others?

$97\% + 3\% =$



1. Focused Listing

- o Create a list of terms or ideas related to a specific topic
- o Topics may relate to:
 - o Assigned reading
 - o Previous lecture material
 - o Current session
- o Ask students to share their list and comment on key points

2. Fishbowl Discussion

- Works best with large group discussions
- Give fishbowl and goldfish cards
- Fishbowl group creates two-column notes
 - Left column are questions they have and/or important ideas the goldfish discussed
 - Right column would then be the answers and/or their own responses to items discussed

3. Cognitive Analogies/ Metaphors

- Use a discussion board to compare unfamiliar ideas with an already know mentality
- Most effective way to transfer to long term memory
- Example: How is communicating with a patient like a job interview?

4. Duplicate Testing

- Create a series of five to ten questions
- Ask students to take out a sheet of paper and fold lengthwise
- Verbally ask the questions and then share the answers
- Students keep one side for the correct answers and you can collect the others to check for understanding

5. Collaborative Listening/Reading

- o Members individually determine the ranking of a task or concept. Then form groups three to four students, who discuss their individual ratings and work as a team to prioritize the items. Each group shares its group raking.

6. Progressive Write

- o The facilitator begins the story by identifying a course topic. Each member begins providing examples of the topic. After a minute, ask students to pass their paper one to the right. The facilitator asks each member to read his/her paper and then reply. Papers continue to be passed as facilitator calls out a new topic. Eventually, each person receives his/her original paper back and reads it over.

7. CSI

- o A broken experiment that you set up and they must fix
- o A question in history that a web search would solve
- o A math/accounting problem that isn't solvable without some sort of research
- o A scavenger hunt around conflicting data
- o A written scenario with factual errors that requires research to discover the truth

8. Final Question

- o Create a PP slide that encourages them to think deeper and come up with a final question
- o Choose questions randomly and answer if time available- otherwise they can be used as an assessment

9. E-mail game

- o Generate and share ideas via e-mail about how to handle any challenge.
- o Round 1-Facilitator sends an e-mail with overview of the challenge and game, Announces deadline for action, Each players sends the facilitator an e-mail with 3 ideas for handling the challenge, Facilitator records all ideas, Generates list of top 10 to 15 ideas
- o Round 2-Facilitator post the lists of ideas via e-mail. Players vote on the 3 most appealing ideas in rank order, Facilitator tabulates the votes and ranks the ideas by popularity, 3 points for top idea, 2 points for second and 1 point for the third idea, Tabulate the ideas by popularity and rank
- o Round 3-Players asked to predict which 3 ideas received the highest votes, Include a copy of the list of ideas, Facilitator scores each prediction on the basis of actual number of votes the 3 ideas received
- o Scoring the person's choices: For the person's 1st choice, multiply the number of votes that the idea received by 3 and give that number of points to the person, 2nd choice multiple by 2, 3rd choice multiple by 1, Add the 3 numbers together for each person's score
- o Send an e-mail announcing the results and include: List showing order of popularity (Round 2), List showing predicted results (Round 3) with actual results (Round 2), Player with the highest total score wins the game

10. Today's Meet

- o <http://todaysmeet.com>



Media for Generations

- o Baby Boomers- Conservative with technology, want an activity where they can develop skills
- o Generation X- comfortable with technology and prefer a mixed delivery format
- o Millennial- Technology is all they know, prefer networking

Cook, K. (2008, November/December). Teaching the generations. Radiologic Technology, 80(2), 187-189.

Developing a Lesson Plan

- o Now know the following things
 - 1.Characteristics
 - 2.Communication Styles
 - 3.Preferred Learning Methods
 - 4.Use of Media for each generation
 - 5.Ten Active Learning Strategies

Develop an objective or Class Plan

- o Name and identify principal organs of the bony thorax
 - o What do you want them to get in the end?
 - o Write a possible test question
 - o How would they use it clinically?
 - o Why would they want to know the information?
 - o Is there an experience they can relate the information to?

Choose two methods of delivery

- o Lecture
- o Group Activity
- o Game
- o Video
- o Supplemental Instructional Tools
- o Duplicate Diagram Testing
- o Flip the Classroom
- o Guided Notes
- o Create an Outline
- o Create a worksheet or diagram to label

Pick your poison

- o Use clickers
- o Video or create a video
- o Online discussion
- o Blog
- o E-mail challenge
- o Podcast
- o Online Class Polling
- o Today's Meet

Create a Timeline and Resource Sheet

- o Timeline for each activity or delivery method
- o List of needed resources
- o Relate the information to text, workbook, study guide, etc...

Radiographic Procedures I

Day: 4 Subject: Chapter 16, Thoracic Viscera, Vol 1 pgs. 486-527 Prepared By: Mary Cowan

Overview & Purpose: Day 1 of 2: Basic Anatomy and Physiology Review of Respiratory System and Pathology	Education Standards Addressed: Program Goal 4, 1.2A, 2.1B, 2.2, 3.1
--	--

Objectives:	Teacher Guide
<ul style="list-style-type: none"> • Name the bones that make up the bony thorax and identify each on a diagram • Name and identify principle organs of the bony thorax • Identify landmarks in the thorax by palpation • Describe and recognize pathology that is common to the respiratory system 	Materials Needed: PIP Pinned on CCCC Play dough Terminology Handout From Man (eth) CDK from Lab Respiratory Pathology PP
Information Anatomy of: 1. Trachea 2. Alveoli 3. Lungs 4. Mediastinum Pathology Pg. 484	Guided Notes Study Guide/Quiz Chest
Verification PIP Group Activity Text CSR Anatomy Check in Lab	Homework: Read Pages 486-492 Study Guide/Quiz over Chest Anatomy
Activity Play dough of Alveoli and Resg System Group PIP activity Guided Notes Study Guide/Quiz	Homework Due: TEST over Terminology Chapter 2
Summary	

o “Don’t make assumptions about the next generation; Invest in it”- Harvard Business Review

References

Aker, J. M. (2009, January). *Buildings*, 103(1), 46.

Berkowitz, E. N., & Schewe, C. D. (2011). Generational cohorts hold the key to understanding patients and health care providers: coming-of-age experiences influence health care behaviors for a lifetime. *Health Marketing Quarterly*, 28, 190-204. doi:10.1080/07359683.2011.572029

Borges, N. J., Manuel, R. S., Elam, C. L., & Jones, B. J. (2010). Differences in motives between millennial and generation x medical students. *Medical Education*, 44, 570-576. doi:10.1111/j.1365-2923.2010.03633.x

Carter, T. L. (2008-2009, Winter). Millennial expectations, constructivist theory, and changes in a teacher preparation course. *SRATE Journal*, 18(1), 25-31.

Cook, K. (2008, November/December). Teaching the generations. *Radiologic Technology*, 80(2), 187-189.

Crappell, C. (2012, February/March). Millennial in action: playing to our strengths. *American Music Teacher*, 12-15.

Gibson, S. E. (2009, January/February). Intergenerational communication in the classroom: recommendations for successful teacher-student relationships. *Nursing Education Perspectives*, 30(1), 37-42.

Hanson, T. L., Drumheller, K., Mallard, J., Mc Kee, C., & Schlegel, P. (2011). Cell phones, text messaging, and Facebook: competing time demands of today's college students. *College Teaching*, 59, 23-30. doi:10.1080/87567555.2010.489078

Hershatter, A., & Epstein, M. (2010). Millennials and the world of work: an organization and management perspective. *Business Psychology*, 25, 211-223. doi:10.1007/s10869-010-9160-y

Holyoke, L., & Larson, E. (2009, November). Engaging the adult learner generational mix. *Journal of Adult Education*, 38(1), 12-21.

Knowles, M. S., Holton, E. F., III, & Swanson, R. A. (2005). *The Adult Learner, The Definitive Classic In Adult Education and Human Resource Management* (6th ed.). Burlington, MA: Elsevier. (Original work published 2005)

Lavoie-Tremblay, M., Paquet, M., Duchesne, M.-A., Santo, A., Gavranic, A., Courcy, F., & Gagnon, S. (2010). Retaining nurses and other hospital workers: an intergenerational perspective on the work climate. *Journal of Nursing Scholarship*, 42, 414-422. doi:10.1111/j.1547-5069.2010.01370.x

McAllister, A. (2009, August/September). Teaching the millennial generation. *American Music Teacher*, 13-14.

Milner, J. (2007). Recreation and the Age Wave. *Journal of Active Aging*, 6(2), 72-76.

Oblinger, D. G., & Oblinger, J. L. (2005). *Educating the Net Generation*. (Original work published 2005)

Thomas, K. M., & McGee, C. D. (2012). The only thing we have to fear is...120 characters. *Tech Trends*, 56(1), 19-33.

Twenge, J. M. (2009). Generational changes and their impact in the classroom: teaching generation me. *Medical Education*, 43, 398-405. doi:10.1111/j.1365-2923.2009.03310.x

Vincent Roehling, P., Vander Kooi, T. L., Dykema, S., Quisenberry, B., & Vandien, C. (2011). Engaging the millennial generation in class discussion. *College Teaching*, 59, 1-6. doi:10.1080/8756755.2010.484035

Werth, E. P., & Werth, L. (2011, November). Effective training for millennial students. *Adult Learning*, 22(3), 12-19.

Worley, K. (2011, Summer). Educating college students of the net generation. *Adult Learning*, 22(3), 31-39.

Communication Methods for Generations

Baby Boomers- Do's

- o Acknowledge the time they have spent in the workforce
- o Recognize their wins and achievements
- o Face-to-Face
- o Build rapport and respect
- o Communicate they are valued and needed



Baby Boomers- Don'ts

- o Assume you know their needs or understand their needs in advance
- o Act as though technology is the answer
- o Presume they will tell you if they are struggling

Generation X-Do's

- o Talk short term (3-5 years)
- o Time is a currency
- o No surprises- Explain expectations
- o Avoid unnecessary meetings
- o Assign a task
- o Give information immediately



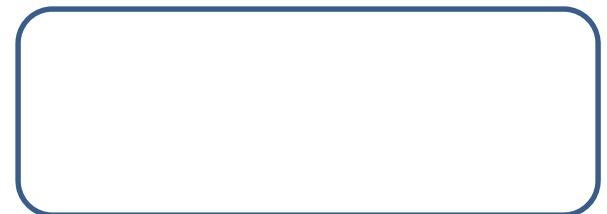
Generation X- Don'ts

- o Try to understate a challenge
- o Allow them to interpret questions as implied challenges

Generation X Mnemonic

Millennial- Do's

- o Use bursts of short info
- o Reward with time
- o Acknowledge their motivations are different and be okay with that
- o Address a work/life balance
- o Be positive
- o Allow them an opportunity to ask questions



Millennial- Don'ts

- o Forget the importance of "them"
- o Create an environment in which they see as stressful