

Meet Generation NeXt
Understanding Today's Students
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Generation NeXt

Starting in 1982
Up to 26 years old now
“Baby Boom Echo”
Huge cohort
“Clever family” profile
Like Gen X? Probably not
Wanted, precious, protected children.

Who are these students?

Are they different?
Are they really as different as they seem to be?
Lifestage- like we were at that age?
 Developmental experiences
 Physical
 Neurological
 Parenting
 Social/ Cultural.
No criticism
Data on “modal” traits.

Warning about Generalizations

Diverse group- not all like this
All data/ “Modal traits”
No stereotypes
Generational “persona”
No criticism ! No blame ! No excuses !
Diagnostics- solutions?
How do these issues impact their reaching goals?
How do these issues impact our teaching them?

Great truths

People do what has worked for them in the past.
People expect what they have gotten in the past.
Doing the same thing will usually bring about the same outcome.
When people don't get the same outcome, they become disoriented and upset.
Why and how have conditions changed?

Parent issues

“Doing for” child
Over protective, successfully?
Monitoring (them/ us)
In constant contact
Interferes developmentally
Cheating?
“I couldn't do it on my own”
“Someone will take care of me.”

Reactionary parenting

1. "Parent as friend"/ no authorities
"Rational/ counseling model", fewer consequences, impacts "minding"/ "respect"
2. Expect options/ choices
Value own opinion, self-importance
3. Constant programming
Much less unstructured time, self-supervision, relationships, reflection, imagination
4. Limited utility
Responsibility, self-efficacy, "community"

Self-important

1. "Unlimited horizons"
Positive, unrealistic, easily frustrated/ disappointed
2. Self-esteem programming
Limited feedback/ consequence, sensitive to criticism (mean), overrate own skills
3. Self-importance/ self-interested
Expression, value own opinion, expect immediate service
4. Personal excellence
Good enough already? Why change?

Diversity

Ethnicity, Nationality, Gender, Orientation, Age

Socio/ economic

under-prepared

over-committed

under-confident

under-supported

Digital divide

How can we make academic success most likely for all of our students?

AE- Academic Entitlement

If I have explained to my professor that I am trying hard I think he/she should give me some consideration

with respect to my course grade. 66.2% of students agree

Entertainment orientation

High need for external stimulation

Decreased expectation of ever having to do anything other than exactly what they want to do.

Tech oriented/ High stimulation

"Gen Net", "Digital natives"

Live on-line

Connected/ social networking

"Media multiplexity"

Different attention issues

easily bored

need high stimulation or interactive
(or shut down)

Prefer tech/ text to F2F

Blur virtual and real

Written a paper?

very different process for today's students

Future will be also tech dominated

handwriting?

Retrieval vs. knowledge

Benefit from tech options.

Go digital

Our nation's kindergarten-through-12th-grade students are in fact a 'Digital Advance Team' illuminating the path for how to leverage emerging technologies effectively for teaching and learning.

Speak Up 2008

The Talent Issue

Want to "be able to"

"If I had talent I could do that easily."

"Static" traits

Effort is a sign of no talent

"I'm just not good at that."

Prep issues

According to ACT (and others)

Core courses lack rigor to prepare students for college coursework success

especially in math/ science

Students identified as "college ready" often are not

"Walk across the stage wearing a gold braid, and need remedial courses in college"

K - 12 Education

Most have experienced academic success with little effort

Expect academic success with little effort in college

Expect work to be fun and easy.

College processes/ outcomes

Most college courses represent a systematic failure to create a learning environment that promotes meaningful, lasting student development.

Why learn? John Tagg 2004

Many students who do earn degrees have not actually mastered the reading, writing and thinking skills we expect of college graduates. Over the past decade, literacy among college graduates has actually declined.

Spellings Commission on the Future of Higher Education. August 9, 2006

“Most colleges are seriously out of step with the real world in getting students ready to become workers in the postcollege world.”
TIME

Workplace issues “a pandemic of workplace unreadiness as today’s graduates are unable to think long term, handle details or delay gratification”

Mel Levine 2005 “Ready or not, here life comes”

Gen NeXts’ Enviaible strengths

Positive/ confident/ optimistic

Generally happy

Few family issues

Fun/ lovable

Direct communication

Worthy, “OK”

Rate own skills highly

Adaptable/ pragmatic/ efficient

Environmental/ “green”?

Tougher than they look

Questioning

Here.

Teaching Generation NeXt

Work “up”- high expectations bring high results

Educational taxonomies

Academic skills

Intellectual abilities

Behavioral expectations

Citizenship expectations

Character development.

Developmental Parenting Education

Allies in student success

Improve their skills in parenting

Working toward independence

“How to work with professionals like us.”

“How to let kids handle things themselves.”

“How to talk issues through (instead of offering advice)”

“When to intervene (and when not to intervene).”

“When to rescue (and when not to rescue)”

The Developmental Mandate for parents

“What we are about.” Our shared goals.

“Helping students develop meaningful skills in”

mature critical thinking

problem solving

relationship management

emotional management

personal responsibility

citizenship

work skills and attitudes

How does their intervening impact this?

“Unlimited horizons”?

Not true- they can be something, but not anything

Expectations of ease

Improving future orientation

Improving career awareness

Future plans

Developmental needs

Individual goal setting.

Clear identification of “talents”
interests- what they want to do
competencies- what they can do
aptitudes- what they may be able to do
expectations- what they will be required to do
Link to “real world”
Available/ needed
Education is not the “real world”
Rely on external, objective, quantifiable measures.

Reading Matters

Brain plasticity
“Makes people smarter”
“Brain fitness” model
Transfer of information
Neurologically normalizing
“Quiet”/ low stim
Learned skill
Acquired taste
Content issues....

Managing Esteem issues

“Praise junkies”
Junk praise
May have inflated ideas about abilities, skills
Will eventually resent it
Expect defensiveness to criticism
Insensitivity precipitates escape
Be HONEST, NOT HARSH
Procedural (learning or business goals),
and developmental goals (for them)
Value person, evaluate performance
1. Effort- tried/ best effort?
2. Immediate outcome- based on rubric
3. Competence- for what criterion/ why?
Sandwich Feedback
1. Praise for something good they have done
2. Correction that relates to their goals
3. More praise and the expectation of success.

Teach expected student behaviors

SLANT

Sit up
Listen
Ask/ answer questions
Nod understanding
Track speakers

Engagement

voluntary vs. non-voluntary participation
“cold call”
question/ pause/ name

Improving College Readiness

Hopefully college will become active and relevant
Take a more rigorous core
Teach with technology
Realistic career planning
Plan for appropriate college placement
Academic readiness, Vocational plans
Economic ability, Social readiness
Academic best fit
Lots of options
Remember that college is really “school”
Vocational/ technical training...

Impacting learning

Knowledge - Skills - Caring
High stimulation/ tech engaged
Active/ Interactive
Useful/ has use/ application
Learner centered, not subject centered
teach students, not topics
The Utility Imperative
no information without application
Mastery learning
clear rubrics/ self grading
continue to competence
recovery options
Less content/ more reasoning
retrieval vs. knowledge
problem solving/ critical thinking.

More activity

- no passive students!
- construction, not delivery
- peer teaching/ team learning
- more asking, less telling

More space for reflection

- necessary for deep learning
- critical thinking
- creativity.

Questions/ Comments? Resources?

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Teaching with Technology

Necessary for college and workplace success

Every class should be a hybrid class

Tech/ on-line components

The rise of on-line learning

Found resources

- web sites, iTunes University, YouTube U

Created Resources

- MP3 and MP4 podcasts

- Voice over powerpoint

Blogs, Wikis, Moodle

Retrieval vs. knowledge

Move knowledge level content out of class to free class time to work on high level skills.

Learning vs. learned

In times of change, the learner will inherit the earth while the learned are beautifully equipped for a world that no longer exists."

Eric Hoffer

Welcome to School 2010

New students

New needs

Different future

Different tools

New approaches required of most people

How about you?

Must do the best we can do

No work is more important

We can offer students, schools and world nothing less.