

From MTV to Tik-Tok: Assessing Generational Differences to Increase Student Engagement



Dr. Jennifer Teague

School of Business & IT

PG Village 2021



Session Outcomes

- To introduce the **influence of generational differences** on student learning preferences.
- To assess **teaching and content delivery techniques** to best serve the multi-generational classroom.



First, video killed the radio star...



Source: By MTV, Fair use, <https://en.wikipedia.org/w/index.php?curid=6225278>

 Then, you could 'like' content by people from afar...

 The Myspace logo features three stylized human figures in a row, followed by the word "myspace" in a bold, lowercase, sans-serif font.

Source: <http://new.myspace.com>

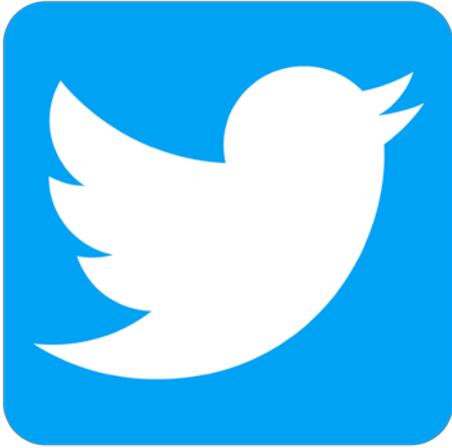


Source: <http://www.blogger.com>

 The Facebook logo is the word "facebook" in a white, lowercase, sans-serif font, centered on a solid blue rectangular background.

Source: <http://www.facebook.com>

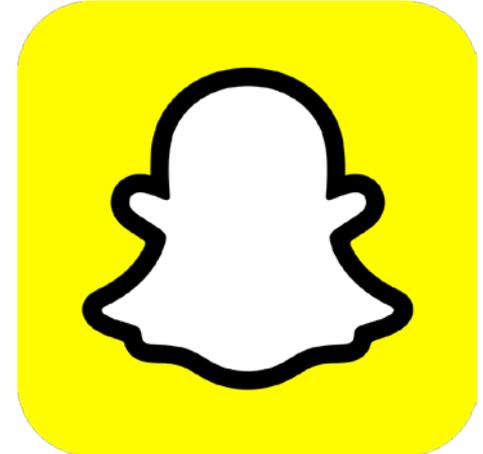
 Now, you've got 8 seconds to make yourself a star.



Source: <https://www.twitter.com/>



Source: <https://www.instagram.com/>



Source: <https://www.snapchat.com/>



Source: <https://www.tiktok.com/>

Generational Delineation at PG

Baby Boomers

*Years born:

1946 - 1964

Age in 2021:

57 - 75

Percent of 2019 US population: **22.6%

Gen X

Years born:

1965 - 1980

Age in 2021:

41 - 56

Percent of 2019 US population: **18.6%**

Millennials

Years born:

1981 - 1996

Age in 2021:

25 - 40

Percent of 2019 US population: **23.9%**

Gen Z

Years born:

1997 - 2010

Age in 2021:

11 - 24

Percent of 2019 US population: **18.2%**

***Percent of 2021 PG student population: **76%**

Percent of 2021 PG student population: **23%**

****up 5% from 2019

Sources: *Fry (2020)

**US Census Bureau (2019)

***D. Palmer (2021, October 13) PG internal communication

****National Center for Education Statistics (2019)



Baby Boomers

(age 57 - 75)



- **RESPECTS:** credentials and expertise
- **DISLIKES:** feeling unconfident with technology
- **TECHNOLOGY:** used when mandated
- **LEARNING:** lifelong learners and theory is valued
- **FEEDBACK:**
 - concrete feedback with documentation
 - positive public recognition
 - no feedback creates reliance on behavioral cues, usually with negative interpretation

"Call me!"



Gen X

(age 41 - 56)

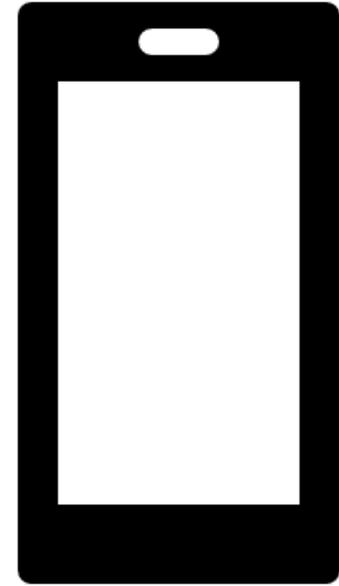


- **RESPECTS:** character traits and relationships
- **DISLIKES:** micromanagement
- **TECHNOLOGY:** used for efficiency
- **LEARNING:** goal-based learners and value practical application
- **FEEDBACK:**
 - will ASK for it
 - need ongoing recognition and feedback
 - no feedback is often negatively interpreted



Millennials

(age 25 - 40)



- **RESPECTS:** helpful authority figures
- **DISLIKES:** solely online interactions
- **TECHNOLOGY:** used for connection
- **LEARNING:** value applicability, interactivity, and gamification
- **FEEDBACK:**
 - Seek constant, immediate, and positive in a drive for validation – stems from a diet of social media
 - comfortable giving unsolicited feedback to superiors and subordinates
 - no feedback is interpreted as a sign things are going well



Gen Z

(age 9 - 24)



- **RESPECTS:** authority figures who aid advancement toward goals
- **DISLIKES:** tasks that do not directly contribute to a goal
- **TECHNOLOGY:** used for everything
- **LEARNING:** consume info in bite-sized bits, preferably via video
- **FEEDBACK:**
 - prefer high frequency, short duration
 - high tech, high touch
 - prefer significant feedback to be delivered in person

Gen Z is experiencing a
crisis of isolation
due to Covid-19.



Generational Integration - Feedback

- Provide *required* feedback (grading) with facts *and* feeling.
 - Use the rubric for facts.
 - Use the text box for qualitative notes.
 - Acknowledge specifics.
- Provide *spontaneous* feedback in “public” and one-on-one.
 - Consider using Brightspace badging/awards.
 - Send emails to check in.
 - Use discussions to cover concepts and create connections.



Generational Integration - Engagement

- **Find ways to engage “in person”.**
 - Be aware of online disinhibition.
 - Incorporate formal and informal video announcements.
 - Use seminars for community building and content delivery.

- **Design classroom activities to include direct applicability and personal reflection.**
 - Be explicit about HOW and WHY the concepts matter.
 - Avoid ‘one size fits all’ assignments.
 - Incorporate case work and concrete examples.
 - Design interactive opportunities.



References

- National Center for Education Statistics. (2021). *Purdue University Global*. College navigator. <https://nces.ed.gov/collegenavigator/?q=purdue+university+global>
- Fry, R. (2020, April 28). *Millennials overtake Baby Boomers as America's largest generation*. Pew Research Center. <https://www.pewresearch.org/fact-tank/2020/04/28/millennials-overtake-baby-boomers-as-americas-largest-generation/>
- United States Census Bureau. (2019). *Population by age and sex: 2019* [Data file]. https://www2.census.gov/programs-surveys/demo/tables/age-and-sex/2019/age-sex-composition/2019gender_table1.xlsx

Further Reading

- Cilliers, E. J. (2021). Reflecting on social learning tools to enhance the teaching-learning experience of Generation Z learners. *Frontiers in Education*, 5. <https://doi.org/10.3389/educ.2020.606533>
- Hills, C. M., & Levett-Jones, T. (2017). Generation Y health professional students' preferred teaching and learning approaches: A systematic review. *Open Journal of Occupational Therapy*, 5(1), 1–18. <https://doi.org/10.15453/2168-6408.1278>
- Lai, K.-W., & Hong, K.-S. (2015). *Technology use and learning characteristics of students in higher education: Do generational differences exist?* *British Journal of Educational Technology*, 46(4), 725–738. <https://doi.org/10.1111/bjet.12161>
- Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon*, 9(5), 1-6. <https://doi.org/10.1108/10748120110424816>
- Shepherd, J. (2020). Generational differences in learning style preferences among adult learners in the United States. *Journal of Behavioral & Social Sciences*, 7(2), 137–159.
- Vizcaya-Moreno, M. F., & Pérez-Cañaveras, R. M. (2020). Social media used and teaching methods preferred by Generation Z students in the nursing clinical learning environment: A cross-sectional research study. *International Journal of Environmental Research and Public Health*, 17(21). <https://doi.org/10.3390/ijerph17218267>
- Yu, E. (2020). Student-inspired optimal design of online learning for Generation Z. *Journal of Educators Online*, 17(1).

Comments?



Thank you for attending!