

## Millennial Learner Comparison and Response Model

**Model Description:** The Millennial Learner Comparison and Response Model offers any educator a one-to-one strategy guide to recognize differences among generations (Boomers and GenXers with Millennials) and a response match. The model categorizes the top eight millennial expectations and demands and conducts a conceptual comparison with similar demands of Baby Boomers and Gen Xers. The eight factors are 1) environment, 2) work, 3) communication, 4) assets, 5) learning method, 6) knowledge integration, 7) rewards, and 8) real world integration. It is important to recognize our consumer differences and have a generalized platform to respond. In a 2012 study (n178) conducted by Gentle-Genitty, millennials reported on average that they liked acceptance of their culture, opportunities to practice before high-stakes assessment, clear expectations of learning and assessment, want to know they are on the right track, want immediate feedback verbalized and written, and want practice in and outside the classroom, with good rewards.

| 8 Factors              | Non-Traditional Learners (Boomers & Gen Xers)   | Millennial Students  | Instructor Response Match   |
|------------------------|---|--|---|
| Environment            | Expect classroom activities to be <u>Non-Competitive</u> and environment to be collegial          | Expect classroom to be <u>competitive</u> in nature and the environment should be safe for learning -->      | <ul style="list-style-type: none"> <li>➤ Provide low-stakes and high-stakes activities</li> <li>➤ Provide the purpose of each task or assignment</li> <li>➤ Offer group work but <b>define</b> roles, rules and consequences of group participation, discussions, and grade assignment</li> </ul>   |
| Work                   | Hard work <u>equals fair grade</u> and sometimes unsuccessful outcomes                            | Hard work equals 'A' -->   | <ul style="list-style-type: none"> <li>➤ <b>Acknowledge</b> attempts verbally and with extra points</li> <li>➤ <b>Provide</b> clear, measurable expectations linked to specific grades (i.e. rubrics) before assignments and during assessments</li> <li>➤ <b>Structure</b> assessments with clear directions and rationale (use trait rubrics Vs general core rubrics)</li> </ul>  |
| Communication          | Communication takes place <u>during normal business hours</u> and so does group work and response | Communication takes place <u>anywhere, anytime</u> based on their schedule and time and so is the response   | <ul style="list-style-type: none"> <li>➤ <b>Acknowledge</b> verbally the need to communicate at all times</li> <li>➤ <b>Set parameters for instructor</b> and group communications, (including social media policy)</li> <li>➤ <b>Set acceptable code of conduct</b> and response</li> <li>➤ <b>Set instructor</b> expectation for grade feedback</li> </ul>  |
| Assets                 | Bring <u>Family &amp; Professional Experience</u>   | Bring <u>technology, part-time work, and service learning Exposure</u> -->                                   | <ul style="list-style-type: none"> <li>➤ Provide "relevance of content"</li> <li>➤ <b>Demonstrate</b> verbal "acceptance of their culture" (i.e. multitasking, necessity of technology, forms of communication and their strengths and weaknesses) through teaching strategies</li> <li>➤ Prepare course materials that respond to their culture</li> </ul>   |
| Learning               | Want classroom <u>discussions</u> of what was taught  | Want classroom <u>demonstrations</u> of what was taught -->  | <ul style="list-style-type: none"> <li>➤ <b>Use one-page</b> handouts vs PowerPoint to spotlight content to be mastered in a simple format</li> <li>➤ <b>Let them</b> role play in front or during class time</li> <li>➤ <b>Give verbal acknowledgement</b> of "correctness" of skills</li> <li>➤ <b>Provide</b> class time to demonstrate acquired knowledge</li> <li>➤ <b>Offer immediate feedback</b> with suggestions for continued improvement and fine-tuning in a positive non-judgmental manner</li> <li>➤ <b>Use rubrics</b> for them to peer-evaluate for immediate feedback</li> </ul> |
| Knowledge Integration  | Integrate knowledge <u>on their own time</u> or through apprenticeship                            | Require modeling and practice before <u>integration using classroom time</u> or abandoning new knowledge --> | <ul style="list-style-type: none"> <li>➤ <b>Allow outside time</b> for both groups through shadowing, blogging, service learning with a paper requirement</li> <li>➤ Conduct no-stakes polling to ascertain content understanding to ensure "on the right track"</li> <li>➤ <b>Offer practice</b> opportunities before high-stakes assessment</li> </ul>  |
| Rewards                | Use <u>self-rewards and motivation</u> to meet long term goals                                    | Want <u>external rewards and immediate gratification</u> to be motivated to meet long-term goals -->         | <ul style="list-style-type: none"> <li>➤ <b>Offer</b> multiple types and levels of rewards (Grades/points/recognition)</li> <li>➤ Offer ethics conversations and rationale for decision</li> <li>➤ <b>Demonstrate</b> some activities are for self-betterment</li> </ul>  |
| Real World Integration | Participate in the <u>real world to learn how classroom knowledge fits</u> in real world          | Participate in <u>college and classroom activities to learn how the real world works</u> ---- -->            | <ul style="list-style-type: none"> <li>➤ <b>Acknowledge "need for real world experiences during course work"</b></li> <li>➤ <b>Directly link</b> what is taught in the class with the expected product course points</li> </ul>   |