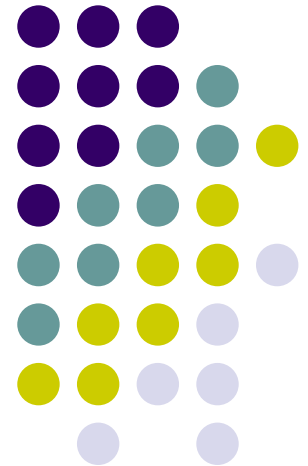


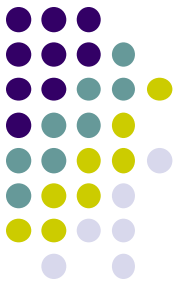
# Utilizing Technology in the Multigenerational Classroom

Teresa Twomey, MSN, RN  
Assistant Professor of Nursing  
Goodwin College

Danielle Wilken, MS, MT (ASCP)  
Associate Professor, Chair of Health and Natural Sciences  
Department  
Goodwin College

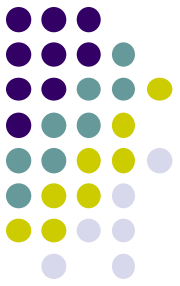


# Objectives



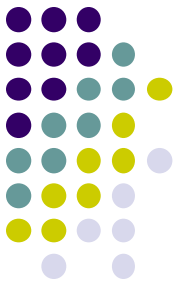
- Define a multigenerational classroom
- Identify generational characteristics impacting the classroom
- Describe effective teaching strategies utilizing technology
- Know why using technology support good teaching practice
- Apply technological teaching methods to the classroom

# What is a Multigenerational Classroom?



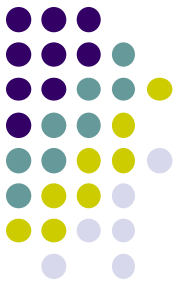
- Definition of multigenerational
  - Of or relating to several generations  
(American Heritage Dictionary on Yahoo!)
- Multigenerational classrooms
  - Most colleges and universities
    - Baby Boomers
    - Generation X
    - Generation Y

# What Makes a “Generation”



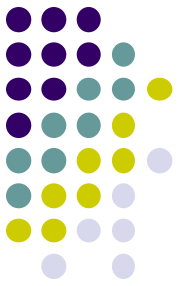
- A specific time period (i.e. 1940-1960)
  - Shared experiences (i.e. WWII)
  - Possess a common history
  - Influenced by people, places, events – what the generation is referred by or stands for
  - Develop shared values and behavior
- (Elam, Stratton, & Gibson, 2007)

# What Makes a “Generation”



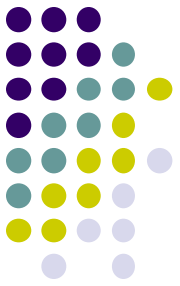
- Compliments the dominant generation
  - Fills the cultural void left by previous generations
  - Younger members will explore the values of elders
    - Accept some ideas
    - Adjust others
    - Reject those they do not understand
- (Elam, Stratton, & Gibson, 2007)

# Baby Boomer Generation



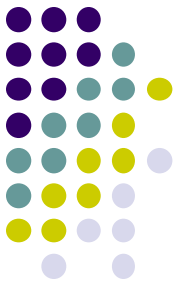
- 1946-1964 (46-64 years old)
- Approx 76 million
- Defining events:
  - Cold War
  - Civil Rights
  - Space Race
  - Vietnam War
  - Television – 3 channels

# Baby Boomers



- Expected Education
  - College educated
- Communication, Media, Technology
  - TV
  - Phonograph, 8 track tapes
  - Touch tone phones
  - Calculators
- View of Technology
  - Master it

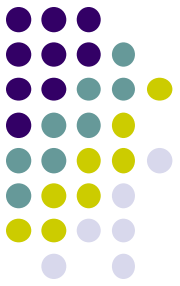
# Baby Boomers



- Characteristics
  - Educated
  - Desire quality
  - Independent
  - Cause-oriented
  - Fitness conscious
  - Question authority
  - Groomed to explore inner world



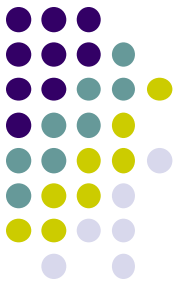
# Baby Boomers



- Core values
  - Optimism
  - Team orientation
  - Personal gratification
  - Health and wellness
  - Personal growth
  - Work
  - Involvement

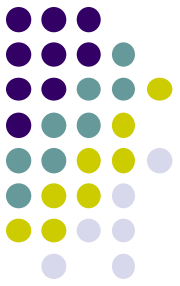
(Gaylor, 2002)

# Baby Boomers as Faculty



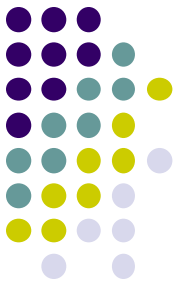
- Based on Profile of American Faculty, 2004
  - Approximately 2.8 million faculty
  - 62% are > 45 years old
  - Average age of 55 years old nationwide  
(Haynie, 2006)

# Generation X



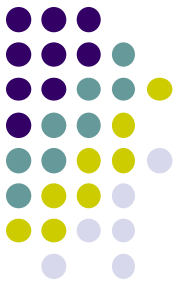
- AKA Busters-“Baby bust” generation
- 1965-1984 (26-45 year olds)
- Approx 60 million
- Defining Events
  - Roe vs. Wade
  - Fall of Berlin Wall
  - Persian Gulf War
  - AIDS
  - Challenger Disaster
  - Watergate
  - Computers

# Gen X



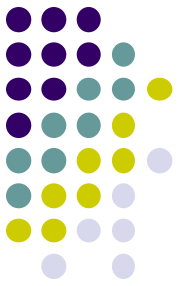
- Expected Education
  - College plus some graduate education
- Communication, Media, Technology
  - Video: Atari and Nintendo
  - Computer games
  - Desk top publishing
  - Cell phone, Beepers
  - Lap tops
  - Cassette tapes

# Gen X



- View of Technology
  - Enjoy it
- Characteristics
  - Neglected by parents
  - Loyal to relationships
  - Serious about life
  - Stressed out
  - Self-reliant
  - Skeptical
  - Highly spiritual
  - Survivors

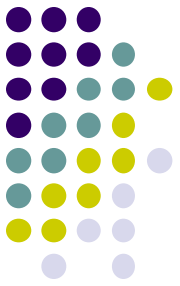
# Gen X



- Core Values
  - Diversity
  - Thinking globally
  - Balance
  - Techno-literacy
  - Fun
  - Informality
  - Self-reliance
  - Pragmatism

(Gaylor, 2002)

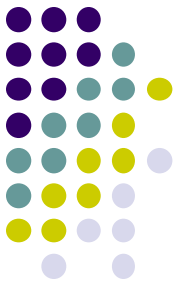
# Gen X as Students



- Second degree seeking
- Highly independent
- Little regard for corporate life
- Challenge authority and the status quo
- Independent problem solvers
- Parallel thinking process – multitaskers
- Technologically literate

(Haynie, 2006)

# Gen X Learning

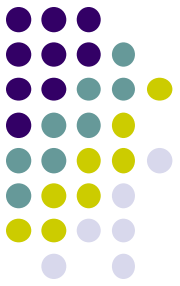


- Variety of Learning
  - Computer courses
  - Videos
  - Audiotapes
  - Graphics
  - Charts
  - Photos

(Haynie, 2006)

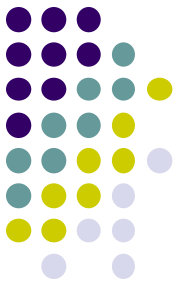


# Generation Y



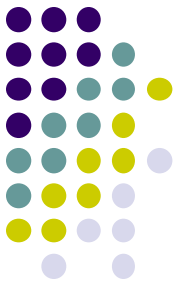
- AKA Millennials, Net Generation, Nexters
- 1985-2002 (8-25 year olds)
- 76+ million
- Most culturally diverse generation
- Defining events
  - World Trade Center
  - Oklahoma Bombings
  - Internet
  - Globalization
  - 9/11
  - Desert Storm
  - Advancement and proliferation of technology

# Gen Y



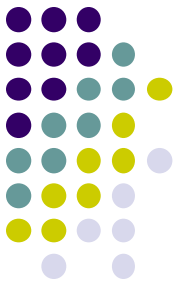
- Expected Education
  - Life long learning but no rush to start or finish college
- Communication, Media, Technology
  - Internet
  - Laser disk player
  - DVD
  - iPod, MP3 Player
  - Palm Pilots
  - Smaller cell phones

# Gen Y



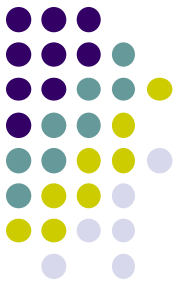
- View of Technology
  - Employ it
- Characteristics
  - Lowest parent to child ratio in USA history
  - Cherished by parents “Decade of the Child”
  - Groomed to achieve and excel
  - Entrepreneurial hard workers who thrive on flexibility
  - Extreme fun
  - More law abiding
  - Most socially conscious
  - Most educated minded
  - New confidence
  - Volunteerism high

# Gen Y



- Core Values
  - Optimism
  - Civic duty
  - Confidence
  - Achievement
  - Sociability
  - Morality
  - Street smarts
  - Diversity

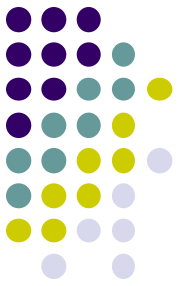
# Gen Y as Students



- Began entering college 2000
- Largest generation
- Largest high school class in 2010
- Coming to Higher Ed in record numbers
- Self reliant
- Questioning
- Technologically advanced

(Haynie, 2006)

# Gen Y Learning

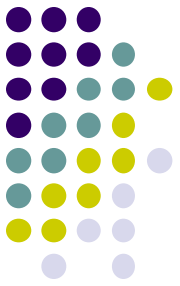


- Currently unfolding
- Linear thinkers
- Analytical ability
- Addicted to visual-media

<http://www.youtube.com/watch?v=GVxJJ2DBPi>

Q

# How effective do you perceive group work, case studies and technology?

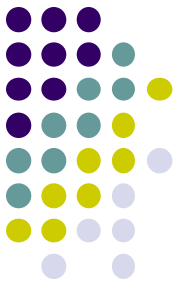


	Group Work Effective	Case Studies Effective	Technology Effective
Baby Boomer			X
Gen Xer			X
Gen Yer	X	X	X
Total	1/3	1/3	3/3

Baby Boomer “I get a lot out of youtube videos”

Gen Xer: “I love the use of technology that is available to me”

Gen Yer: “I love the clicker technology” “I like in lecture if you throw a youtube video in here and there”

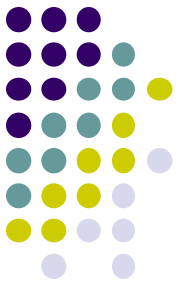


# What is Technology?

- Objects and media that we use to enhance the classroom experience
  - EX: PowerPoint, video clips, “clickers,” laptops, SMARTBoards, cell phones
- We have always had technology in the classroom
  - Pencils, calculators, markers, whiteboards, overhead projectors, computers, laptops

(Greer & Mott, 2009)



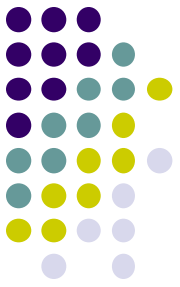


# What Is Different Today?

1. The rate at which the technology is changing
2. The speed at which are students are adopting it
3. Student leverage over faculty in adoption
4. The accessible and proliferation of technology

(Greer & Mott, 2009)

# Why Use Technology in the Classroom?

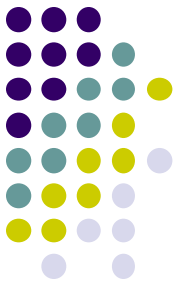


A Picture is Worth 1,000 Words

<http://www.youtube.com/watch?v=aEFKfXiCbLw&feature=related>

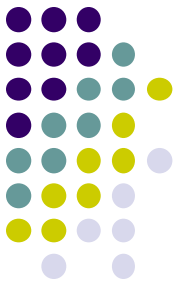
“Pay Attention”

# Benefits of Technology in a Multigenerational Classroom



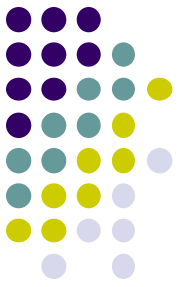
- Enhanced learning/good teaching practice
  - Multiple learning opportunities = access different learning styles and preferences
  - “Whole brain” learning
  - Keep students engaged
- Students need to be technologically literate to function in today’s health care environment
  - EHR, billing, and other electronic communication
- (Franzoni & Assar, 2009; Green & Mott, 2009; Collins, 2009)

# Benefits of Technology in a Multigenerational Classroom



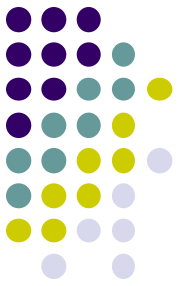
- It's what our students want
  - Technology has already changed how students access and obtain information
  - *Gaming, texting, interacting, collaborating, creating*
- Convenience for faculty
  - (Franzoni & Assar, 2009; Green & Mott, 2009; Collins, 2009)

# Technology in the Multigenerational Classroom

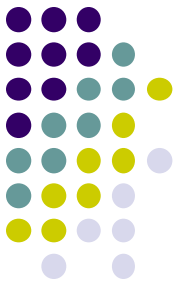


- Polling students
  - Clickers, cell phone
- Videos
- Podcasts
- Gaming activities

# Gaming



- Interactive
- Very much a part of the culture of Gen Y
- Use what is available – there is a ton of pre-made material and software
- Instant gratification, instant feedback
- Younger generations don't want to read a lot of text, older generations often don't have time – this focuses their studying

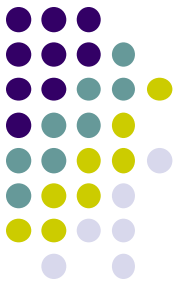


# LearnSmart

- McGraw-Hill product for selected texts
- “An Adaptive Learning Product”
- “monitors students' performance...and adapts instantly based on their knowledge”
- To students – it’s a game that they can compete against classmates and students across the country

<http://www.mhhe.com/learnsmart/>

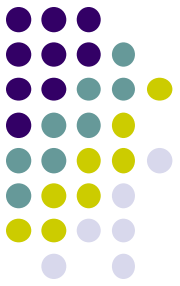
# Where Good Teaching Strategy Meets Power and Convenience



- Designed for individual student practice and reinforcement but can be used in the classroom as a form of group review
- Stimulates multi-learning styles
- “Recently missed question” feature – provides instructor with the questions missed in class = record of what needs to be reviewed as a group

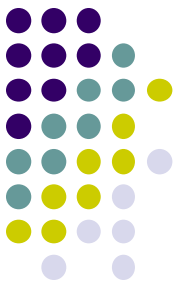


# Quia



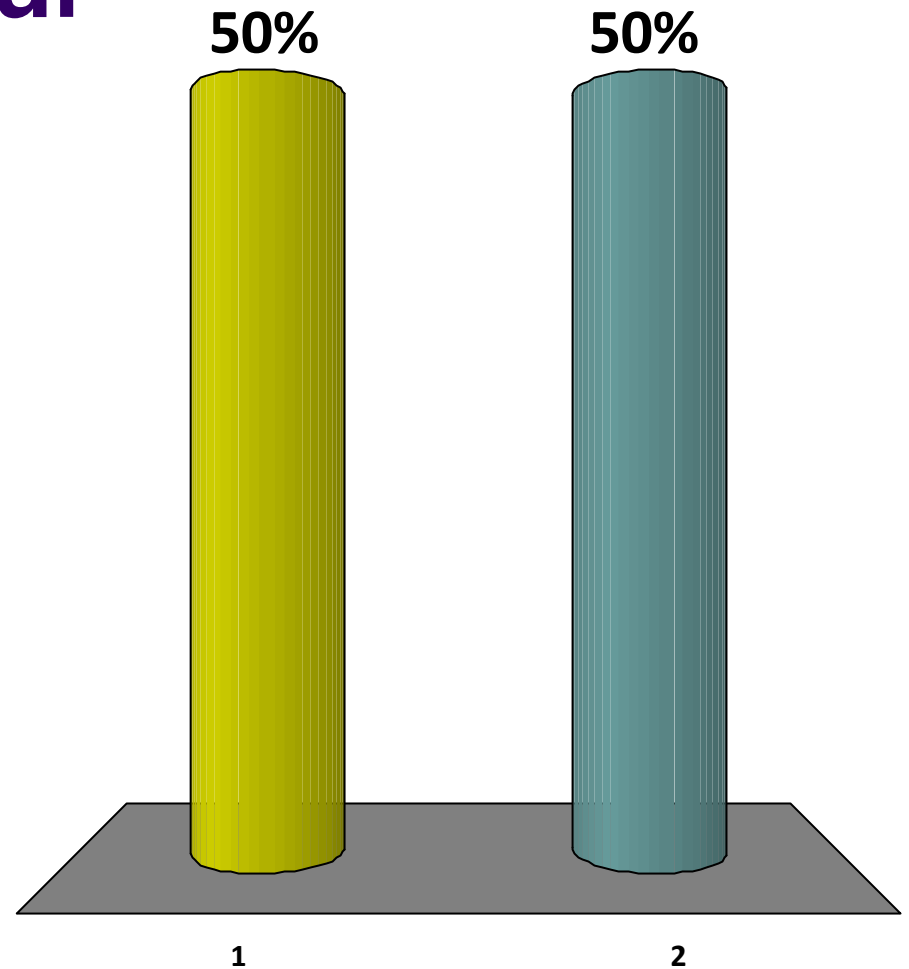
- Software that allows you to create your own “games” for students to practice and review

[www.quia.com](http://www.quia.com)

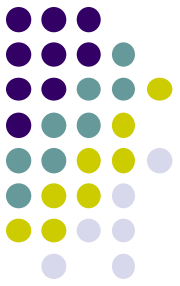


# Do you use clicker or polling technology in your classroom?

1. Yes
2. No



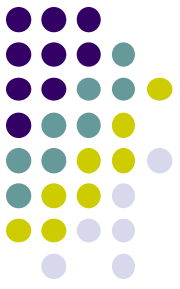
# Polling Students With Technology



- Access student learning
- Requires students to actively participate
- Allows student who are reluctant state an answer “out-loud” to participate
- “Gaming component”
- Clicker technology or cell phones
  - <http://polleverywhere.com> for cell phone

(Kolb, 2011)

# Cell Phones in the Multigenerational Classroom?



- Cell phones are everywhere – no investment cost for educational institution
- Everyone knows how to use them – no need for training
- iPhones – can be used to access text and other line media

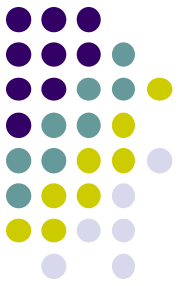
WWW = Whatever, Whenever, Whereever

(Kolb, 2011; Rosen, 2011)

# Learning Management Systems

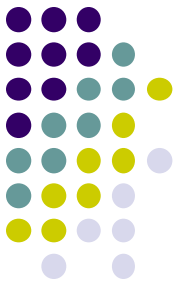


- BlackBoard, Angel, etc.
- Can support class
  - Syllabus
  - Lecture notes – opportunity for students to pre-read!
  - Videos, articles (be careful of copyright laws!!!)
- Access to students who miss class
- 24/7 access – desired by younger student, frequently needed by older students with multiple responsibilities



# Downside of Technology

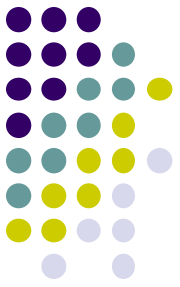
- Stress of it all
  - Will the technology work?
  - Will I know what I'm doing?
- People don't fit in a box
  - Not everyone, regardless of generation, is comfortable with technology



# Beware!

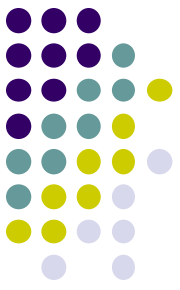
- Technology in the classroom does not replace the lecture or the instructor
- Technology in the classroom should enhance the experience, not replace it – this isn't online education
- Be selective... too much of a good thing...
- Should enhance, not distract

# Technology in the Multigenerational Classroom



- Recognize weaknesses and work from your strengths
  - Faculty
  - Students
- Conduct a survey
- Educate without it overtaking the curriculum
- Look for commonalities across the generations

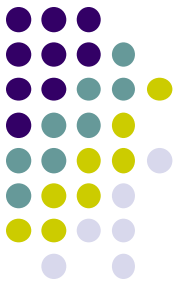




# Suggested Reading

- Gardner, Howard. *Five Minds for the Future*. Harvard Business School Press.
- National Research Council. *How People Learn*. National Academy Press.
- Pink, Daniel (2006) *A Whole New Mind*. Berkley Publishing Group.
- Prensky, Marc (2001) "Digital Natives, Digital Immigrants Part 1", *On the Horizon*, 9(5) 1–6.
- Tapscott, Don (2009). *Grown Up Digital*. McGraw-Hill.

# Contact Us



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