From Generation Next to Generation WOKE
Moving to Research Based Instruction

A program for the 2018 SACSCOC Institute on Quality Enhancement and Accreditation

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This handout is provided as a courtesy to attendees at the 2018 SACSCOC Institute on Quality Enhancement and Accreditation. Special thanks to Dr. Belle Wheelan and Alana Veal for inviting me and facilitating my visit. These slides are not intended as a stand-alone document but support the information from the program. They should not be redistributed to non-attendees without the specific permission of Dr. Taylor. Articles, which can be shared, and more information and resources are available at www.taylorprograms.com

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If you have an interest in or questions about this instructional technology contact Barry Gromada at bgromada@turningtechnologies.com

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Moving to best practices for today’s learners

- Who are the our students in 2018?
- Who is coming later?
- How are we doing with them?
- There might be some issues.
- Can we improve instruction for better outcomes?
- Learning
  - Thinking/ reasoning skills
  - Persistence
  - Engagement through graduation
  - Workplace readiness
  - Issues with expectations and readiness
- Doing things differently in teaching and learning
  - Not pandering
  - Adopting “best practices”
  - “Research informed instruction”
Increasingly Public Outcomes Issues

Issues in learning outcomes especially around higher order and critical thinking skills

2018 perspective by Libertarian economist suggests that the main social function of higher education is not learning or change but “signaling” to employers that graduates have both dedication and submissiveness.
“Most colleges are seriously out of step with the real world in getting students ready to become workers in the post-college world”.

What the workplace wants
1. Critical thinking/ analytical reasoning
2. Apply knowledge and skills to real world
3. Effective oral communication
4. Work effectively in teams
5. Communicate effectively in writing
6. Show ethical judgement and decision making
7. Analyze and solve complex problems
8. Locate, organize and evaluate information
9. Manage in a diverse environment
10. Innovate and create

A Different/ Changing Workplace
- Escalated employer expectations for readiness
- "The Gig Economy" / Contractor arrangements
  - "Plug and play"/ no development
  - What 22/25 year old can replace a 40 year veteran?
  - "Is entry level really entry level?"
- "Internships" often "required" in some professions
  - A luxury not really feasible for many students
- We should make work experience available
  - Work study, student workers, in field
- Maybe we should talk to workplaces about adjusting expectations
- Something between an unpaid internship and full time employment.
Starting in the early/mid 1980 birth years Gen NeXt started to replace Gen X so we saw them come to college around 2000.

A Generational Shift

- From the independent, adaptable, pragmatic scraper of Gen X
- To the era of the wanted, precious, protected, perfected child
- Child centric families - children’s needs take priority in the family and to parents.
- Families become child development and entertainment organizations.

Few in higher education will disagree that students’ parents are asserting and asserting themselves like never before. The infamous helicopter parent, hovering and occasionally swooping in for the rescue, is now often replaced by the “snowplow” or “bulldozer parent,” pushing anticipated obstacles out of their children’s way before the children may even be aware of a challenge (Taylor 2000). While in many cases, complaint that parental involvement in course selection, discipline, and academic work reduces students’ opportunities to face meaningful learning and developmental challenges on their own, Few deny parents’ significance in college selection, student persistence, and financial support.

Available at www.taylorprograms.com
Helicopters, Snowplows, and Bulldozers: Managing Students’ Parents

By Mark Taylor

MENTION PARENTS TO ADMINISTRATORS, STAFF, OR FACULTY AT MOST COLLEGES TODAY, AND YOU WILL HEAR A STRAIN OF COMPLAINTS ABOUT MONITORING, INTERFERENCE, AND DOWNRIGHT INTRUSION IN THEIR WORK WITH STUDENTS. FROM ADMISSION AND HOUSING THROUGH COURSE SELECTION, TO EMPLOYMENT AND STUDENT ORGANIZATION INVOLVEMENT, PARENTS ARE INSISTING AND ASSERTING THEMSELVES LIKE NEVER BEFORE.

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How We Built Gen Next

- People historically parented the way they were parented
- When Boomers became parents they reacted to the Traditional parenting they received
  - Critical - we always could have done better
  - Distant - they were not our buddies
  - Physical - they would hit us
  - Authoritarian - their way, or they way
- New model informed by the Human Potential Movement
  - Parents less authority figures
  - More friends/facilitators
  - Don’t let children fail, fall, fear, fight
- The Self-esteem experiment
  “If we tell them how great they are and praise them for everything they do, will all of their gifts be revealed?”

NeXters are really great people

- Generally positive/confident/optimistic
- Usually very friendly
- Fewer family issues
  - Like and admire parents
  - Seek advice and assistance from parents
- Expressive/direct/honest
- Like to interact/very social
- Digitally connected with people/information/an online social world
  - Search is the new learn
  - Find is the new know
  - “There should be an app for that”.
- May have trouble judging quality of the info they find or are subjected to (like lots of people do).
Why they will save us all
- More diverse/inclusive
- Comfortable with/value diversity
- WOKED: value fairness and human rights
- “Everyone is entitled to…”
- Alert to aggressions
- Will defend others
- Purposeful: interested in social change
- Want to be involved in something important
- Want to change the world for the better
- But may not know how
- Connect with their sense of mission and interest in social change to engage them in classes and professions.

The Self-esteem Experiment Results
- Adults, in an effort to make them happy, disconnected the reward from real talent or significant effort
- “Good enough already” syndrome
- No risk of failure, no motivation to excel
- May feel entitled to outcomes
- “Pay your money, get your trophy/grade”
- May overrate their skills, talents and abilities
- May underrate the effort required to be successful
- May be reluctant to do the hard work of their own learning
- Issues with engagement
- May be extrinsic/lack ownership for outcomes
- May not accept responsibility for outcomes
- Even if they come to us like this, they can’t leave us like this.

Data on trends in young people born after 1995
- Excessive time with web-based devices and interactions correlates with increases in loneliness, anxiety and depressive symptoms.
Have Smartphones Destroyed a Generation?

More comfortable online than out partying, post-Millenials are safer physically than adolescents have ever been. But they’re on the brink of a mental-health crisis.


Gen NeXt
Starting about 1980

• Boomer parenting
• Praising
• Supporting
• Giving to and doing for
• Aspirational
• You can be anything
• “Just have fun”
• Participation trophies
• Less competent but happier
• What’s on the test?

WOKE/iGen
Starting about 1995

• Xer parenting
• Pushing
• Challenging
• Teaching skills for success
• Realistic
• Find where you can succeed
• Be competitive
• Winners win
• More competent but less happy
• What is the important part?

Early data on trends compared to NeXt

• Less narcissistic
• Less entitled
• More likely to do the work
• Less confident
• More realistic, pessimistic
• More fearful, anxious, worried
• More concern that they are not good enough
• Less external, more likely to blame selves
• May be sensitive.
  • Easily threatened and may need a “safe space”
  • May be implications for class discussion, giving feedback

Focus
Mental-Health Issues in Students

October 5, 2016
Moving to Research Based Instruction for Improved Learning Outcomes

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

Students are not learning even basic general knowledge, they are not developing higher-level cognitive skills, and they are not retaining their knowledge.

In fact there is little evidence of a significant difference between students who take courses and student who do not.

*Why learn?*
John Tagg 2004

A major paradigm shift from providing instruction to producing learning

From Teaching to Learning -

A New Paradigm for Undergraduate Education

By Robert B. Barr and John Tagg

The significant problems we face cannot be solved at the same level of thinking we were at when we created them. -Albert Einstein

A paradigm shift is taking hold in American higher education. In its briefest form, the paradigm that has governed our colleges is this: A college is an institution that exists to provide instruction. Subtly but profoundly we are shifting to a new paradigm: A college is an institution that exists to produce learning. This shift changes everything. It is both needed and wanted.


Molly Beauregard
Mindfulness and meditation for students
http://www.tuningthestudentmind.com/
Teaching Generation NeXt: A Pedagogy for Today’s Learners

- College instructors are generally discipline/practice experts who are well versed in their fields, but usually have limited training in how to teach to produce learning.
- They have had an “apprenticeship of observation” - they watched someone teach, usually with the lecture model, and so they tend to teach like that.
- Instructors are almost without exception people of good will who want students to learn and change in lasting ways and are doing the best they know how to do.
- They will adopt a research based model if they
  - KNOW what the model is
  - Are helped to become ABLE to adopt it
  - Are convinced it works and become WILLING to adopt it.

Research based instruction

- What has been tested and demonstrated to be effective in helping students reach learning outcomes
- Based in the fields of neuroscience; cognitive, social and counseling psychology; communications theory
- Direct testing of instructional methods
- Very different from traditional, lecture based college teaching
- Really very simple.

Teaching Generation NeXt: A Pedagogy for Today’s Learners

“Whoever does the work does the learning”

- Teaching is not a process of delivery
  - It is not something instructors do to students or for students
  - Learning is constructed, not received
  - It is directing/helping/motivating students do the hard work of their own learning
- From student as recipient of learning to active agent in their own development
  - From extrinsic to intrinsic motivation
  - From something you make them do to a goal they want/value.

Learning and the Brain

- Learning happens in the brain
  - Changes in number and quality of neural connections
  - Learning can be externally encouraged but only internally initiated
    - The goal of teaching is to persuade students to initiate their internal learning processes
  - Simplest - knowledgeable teacher telling students what they need to know
    - Shockingly ineffective in changing the brain.
- “Whoever does the work does the learning.”
- “How do various teaching and learning activities impact what parts of the brain?”
Some faculty have adopted best practices

Principles of Best Practice
- Learning based on student ACTIVITY that relate to desired outcomes
- Very clear EXPECTATIONS for being a successful learner
- Non-negotiable COMPLIANCE with academic expectations
- A classroom time focuses on INTERACTION
- Student are helped to become ENGAGED with the course content, during class, with you and with each other
- Students are helped to become INVESTED; they care about the class; content and skills
- Students become RESPONSIBLE for preparation before class and for working during class, and for their own leaning
- HIGH EXPECTATIONS. Learning outcomes focus on higher levels; “Up Blooms” from recall to applying/ skills and evaluating/ critical thinking
- Leverages TECHNOLOGY for “delivering content”, and engaging during class.

The Best Practices Model
- Improves learning outcomes
  - Lasting remembering and ability to access
  - Skills development
  - Reasoning, evaluation and critical thinking
- Increases student engagement and persistence
- Increases student compliance
- Increases student responsibility
  - From extrinsic to intrinsic motivation
  - From static to growth mindset
- Improves workplace readiness
- All of your dreams will come true.

But best practice is not standard practice on most college campuses
Creating Complete Professionals/ Adults

Know what to do
Knowledge/ Information
Remembering, Understanding
Effective uploading/ able to recall

Able to do it
Skills Applying, Analyzing, Evaluating
Habits of the hands
Habits of the head
Knowing how

Willing to do it
Values Affective, Worth, Caring
Is it worth doing?
Is this a good plan?
Knowing when

Habits of the Head

• General reasoning, logic and problem solving skills
• Specific discipline/ professional perspective
  • Knowledge base
  • Profession specific problem solving methods and skills
• “Critical thinking”
  • Complex, disciplined, multi sourced evidence based reasoning skills that recognize personal assumptions and biases.

Teaching Generation NeXt:
A Pedagogy for Today’s Learners

1. Improve student’s future orientation
2. Identify class goals/ link to student’s goals
3. Improve student understanding of class expectations
4. Move content learning out of class
5. Create the necessity of preparing for and attending class
6. Increase classroom activity and engagement
7. Improve assessments and accountability.

Teaching Generation NeXt:
A Pedagogy for Today’s Learners

1. Improve student’s future orientation
   • What do you want to be when you grow up?
   • Don’t even talk to students
     • Talk to the professional/ person they aspire to become
2. Helps them see the value in/ worth of necessary effort
3. Improves persistence/ resilience
4. Helps them understand the expectations of professional world
   • If they don’t have a professional goal they should be exploring/ finding out
     • The “undecided” student is rarely successful, even in very short term.
Teaching Generation NeXt:
A Pedagogy for Today’s Learners

1. Improve student’s future orientation
2. Identify class goals/ link to student’s goals
   - Help students understand the connection between this course and their goals/ what they want to become
   - Extrinsic to intrinsic motivation
     - From credentialing or “getting the credit” to learning
     - Not a big a challenge if the name the class and career are the same
   - Menu of Benefits- generated by instructor
     - How can (this class) help you?
       - Professional or personal goal
     - How can an A in this class help you?
       - Extrinsic motivation not lasting (past end of course)
     - Pick three most important to you.
     - Convince your neighbor.

3. Improve student understanding of class expectations
   Making the case for their increased effort
   - This discipline is based on research, reason, science and data.
   - I teach based on best practice- the science of learning.
   - We know Whoever does the work does the learning.
   - So my job is to help you do the hard work of your own learning.
   - Pretend you have joined “The Learning Gym”.
   - I can’t do the work for you but I will do everything I can to be successful.
   - I will make sure that you know what to do to be successful.
   - I will monitor your progress and offer feedback on your progress and improvement.

Ground rules for class discussion
- Listen to the discussion.
- Do not interrupt.
- Be recognized to speak.
- Ask for clarification if necessary.
- Ensure you understand the other person before challenging/ disagreeing.
- Critique ideas, not people.
- No name calling.
- Offer supporting evidence, or own your opinion.
- Do not monopolize discussion.
- If you are offended by anything said during discussion, acknowledge it immediately.
1. Improve student’s future orientation
2. Identify class goals/ link to student’s goals
3. Improve student understanding of class expectations
4. Move content learning out of class
   • Move lower level learning goals to class preparation time to free live class time for you to help them actively develop higher order thinking skills.
   • The first step in “Flipping the class”.

4. Move content learning out of class
   • The introduction of material for remembering and understanding
     • Anything you can explain, you can move out of class
   • The introduction of skills.
     • Anything you can demonstrate you can move that introduction out of class
     • Best out-of-class content assignment will have a built in homework expectation, or link directly to what will be checked for homework.

4. Move content learning out of class
   • Developing a content library
     • books, articles,
     • found videos
     • created videos/ voice over slides
     • Lots of content already available
   • You can package your own best explanation
     • voice over slides, Camtasia
   • Transitioning to the new class model- let students find them for you, then evaluate during class to build content library.
Ensuring Preparation and Attendance

- Preparation is a necessary precondition for participation in the active class session, which will use the homework
- Ticket in - especially critical in lower level classes
- It’s your job to make homework appropriate to content and students
  - Maybe learn vocabulary instead of learn process
- Need to check each student’s preparation before each class
  - Through CMS, at the door, clicker quiz (redundant)
- Points can be earned for preparation
  - Only redeemable at the start of class
- Points can be earned for in-class activity
  - But only prepared students go into the class activity
- Unprepared students are given the opportunity to complete the assignment during the class session while other students earn activity points.

Teaching Generation NeXt: A Pedagogy for Today’s Learners

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Ensuring Preparation

- First assignments should just be about compliance
- Assignment points plus activity points need to be worth at least 30% of overall grade to start
  - Some instructors have success with few points for preparation, but it has to be a precondition for class participation
- Lots of choices/ mechanisms/ techniques for
  - Making assignments
  - Checking preparation
  - Assigning points between preparation and activity.

What to do with the unprepared student?

- Have a conversation
- Don’t ask “Why don’t you have your homework?”
  - Requires a justification
- Ask “How it is that you are not prepared for class?”
  - Invites an explanation
- Did you KNOW what to do?
  - Did you understand the assignment?
- Are you ABLE to do it?
  - Can you do work at this level?
- Are you WILLING to do what it takes to be successful?
  - Will you put forth the effort to be successful?
- Don’t let them just fade away as they are socialized to the new model
  - First few classes may be a formative assessment of your success in the first three steps of the model and appropriateness of the assignments.

What if they have done the homework but still don’t get it?

1. Consider the possibility that the assignment was too complex, difficult, too long
   - First assignments are super-easy, about compliance, about socializing them to prepare every day and to give you a chance to praise them for their effort
   - Giving a redundant (clicker) quiz can check their real remembering and understanding, and help solidify their learning and ability to access the content (retrieval effect).
   - Before the quiz ask “Does anyone have any questions before the quiz?”
   - They may try to trick you into delivering the content/ killing time/ give the quiz away with a global “I just didn’t get it."

Help Students Develop Critical Thinking Skills with Questions

- Don’t deliver the content or explain until they have done some work
- They have already had the content delivered/ explained and it didn’t work
  - Or else they just didn’t prepare
- Ask “What part of it didn’t you get?”
  - “Did you understand the first question?”
    - “What was the first question?” (effort)
  - “How did you approach this? (strategy)
  - “What answer did you get? Show us how you worked that problem?”
  - “Who can help them with this?”
- Help them, individually and as a group, work it out on their own
  - Then clarify.
Teaching Generation NeXt: A Pedagogy for Today’s Learners

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Guiding students in doing the hard work of learning.

1. Knowledge- Remembering/ recall
2. Skills and reasoning
3. Values- Affective “caring” belief

Active learning protocol effective even with large classes that helps individual students and whole classes do the work of their own learning. The following article is experimental evidence for the protocol.

Improved Learning in a Large-Enrollment Physics Class

Science, Vol. 332 no. 6031 pp. 862-864

Louis Deslauriers, I. Ellen Schmierer, Carl Wieman

We compared the amounts of learning achieved using two different instructional approaches under controlled conditions. We measured the learning of a specific set of topics and objectives when taught by 3 hours of traditional lecture given by an experienced highly rated instructor and 3 hours of instruction given by a trained but inexperienced instructor using instruction based on research in cognitive psychology and physics education. The comparison was made between two large sections (N = 267 and N = 272) of an introductory undergraduate physics course. We found increased student attendance, higher engagement, and more than twice the learning in the section taught using research-based instruction.

Jig saw/ expert groups

- Cooperative learning strategy
- Each student assigned to “expert” group to learn one aspect of content/ step of skill
- Expert groups discuss content and plan teaching strategy
- Reform into “jig saw” groups and teach content.
Know what to do
Knowledge/ Information
Remembering, Understanding
Actively upload/ practice retrieval
Explain it to someone else

Constructing learning by
finding the words that they need to hear

Able to do it
Skills
Applying, Analyzing, Evaluating
See a model/ Practice
Demonstrate to someone

Willing to do it
Values
Affective/ worth
Identify future benefit
Convince another student

Activity increases learning

1. Improve student’s future orientation
   - Don’t talk to students; talk to the professional they aspire to become

2. Identify class goals/ link to student’s goals
   - Help students understand the whys/ benefits of the course

3. Improve student understanding of class expectations
   - Teach students how to be effective, self-responsible learners

4. Move content learning out of class
   - Flip the class. Meet lower level learning outcomes out of class.

5. Create the necessity of preparing for and attending class
   - Points for preparation, and completed homework is ticket into class activity

6. Increase classroom activity and engagement
   - Whoever does the work does the learning. Class is coordinated student interaction

7. Improve assessments and accountability
   - Combine formative and summative assessments

   • Formative- assessments of learning progress/ processes
     - Helping student learn to self-access
   • Summative- measures of learning outcomes
   • Assessments increase remembering and ability to access
     - “Retrieval effect”
     - Even when students get the answers wrong.
To be successful, students need to

- Be engaged **affectively**
  - “academic and social integration”
- Connect with a **profession**
  - To see the “whys” of their learning
- To understand what it takes to be a **successful** learner
  - …to be successful in the **profession**
- To accept that learning outcomes are their **responsibility**
- And to hear that they can succeed.

To access articles and resources visit www.taylorprograms.com

For questions, additional resources or information about programs contact
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