

Our generation isn't all about sex, drugs, and violence. It's about technology, discovery, and coming together as a nation.



Mikah Giffin, 17



Teaching & Assessing the Millennial Generation

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8th Annual TAMU Assessment Conference,
February 17th, 2008

My, my, my, my Generation

- **Silents:**

- Born 1925-1942
- Assumed positions as college faculty during the 50s and 60s
- Most have retired



- **Gen-X:**

- Born 1961-1981
- Now assuming positions as college faculty



- **Boomers:**

- Born 1943-1960
- Assumed positions as college faculty during the 70s & 80s
- Have assumed the “mantle of leadership” from the Silents



Gen X Professors!



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The Millennials

- Born 1982-2002
- Largest generation (more than 80 million)
- Most diverse college generation
- Aiming for graduate school
- Family oriented
- Heavily stressed
- Living in a no-boundaries world
- Technology is a way of life (IM)
- Concerned with community yet spend 20% of their waking time alone

Millennials

- “Can-Do”
 - Teamwork
 - Achievement
 - Modesty
 - Good conduct
 - Upbeat and engaged
- Howe & Strauss, 2000

Millennials

- **Technology – interactive TV, MP3s/IPODS, X-Box, Facebook, Wiki/blogs, etc...(thumb generation)**
- **Portable devices, multi-tasking, personal knowledge management, over stimulated...**

How do we reach & teach them?

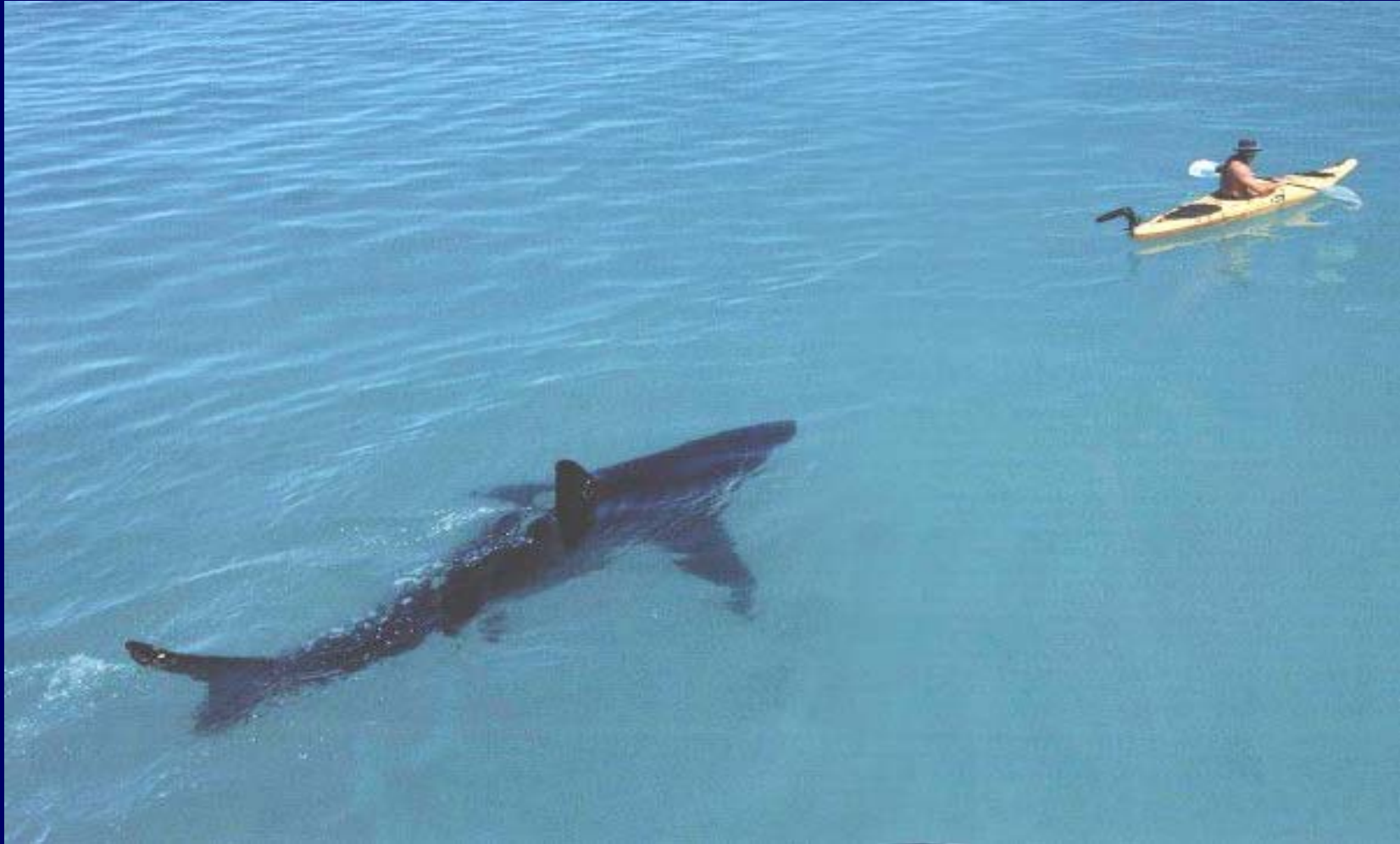
How do we assess if learning occurred?





Learning

Learner-Centered Instruction



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Hallmarks of Learner-Centered Instruction

- **Learners:**
 - Are actively involved
 - Apply knowledge to emerging issues
 - Integrate discipline-based knowledge
 - Understand excellent work and become sophisticated “knowers”
 - Are respected and valued

Requires a Shift in Mental Models

- **Instructor-Centered**
 - Knowledge transmitted
 - Passive
 - Context independent
 - Assessment separated
 - Competitive
- **Learner-Centered**
 - Knowledge construction
 - Active
 - Context dependent
 - Assessment integrated
 - Cooperative

Huba & Freed, 2000

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Teaching & Assessing

Your Toolkit



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Pre-Post Assessments “Measure Success”



- Measure knowledge, skills, attitudes or abilities
- Verification & Authentication
- Used in a variety of contexts
- Provides an analysis based upon individual differences

***Our parents grew up in the '60s
and lived a life of rebellion.
They challenged authority at
every chance. Now our
generation is filled with rules.***

Ian Bauer, 16

Papers “Shovel Ideas”



- Research and writing skills
- Knowledge management
- Critical thinking skills
- Interactive discussion forums

Critical Thinking Skills Research

- Dooley, K. E. & Wickersham, L. E. (2007). Distraction, domination and disconnection in whole class online discussions. *Quarterly Review of Distance Education*, 8(1), 1-8.
- Wickersham, L. E. & Dooley, K. E. (2006). A content analysis of critical thinking skills as an indicator of quality of online discussion in virtual learning communities. *Quarterly Review of Distance Education*, 7(2), 185-193.

Our generation, my friends at least, are tired of hearing the negative aspects of society and are disgusted by the lack of moral values our leaders have and want that to change.

Katharine Emerson, 17

Projects & Problem-Based Learning

“Hit the Nail on the Head!”



- Working in teams
- HOTS
- Creative thinking
- Use of rubrics
- Design, gather, analyze and communicate research-based information

Presentations “Tighten UP!”



- **Effective communication skills**
 - Peer evaluation
 - Performance criteria

Participation “Step UP”



- Engagement optimizes learning and motivation
- Learners retrieve, process, and evaluate information
- Learning is a social process

***I find it ironic that the women
who burned bras will buy
Barbie dolls in droves for their
kids and the generation of men
who burned their draft cards
are buying G.I. Joes.***

**Sean McGowan, toy
industry analyst**

**From Teaching to Learning,
*Change***

Barr & Tagg, 1995

**[http://critical.tamucc.edu/~blalock/
readings/tch2learn.htm](http://critical.tamucc.edu/~blalock/readings/tch2learn.htm)**

Post Test



- **Reflective Activity:**
 - Re-examine “How Learner Centered Are You?” through the lens of “9 Principles of Good Practice for Assessing Student Learning.”

**Learning is not a
spectator sport—it is an
active enterprise. A
learning environment
must invite, even
demand, the active
engagement of the
student.**

D. Blocher

Thank you!

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