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# LEVERAGING TECHNOLOGIES TO ENHANCE SUCCESS FOR DIVERSE GENERATION Z POPULATIONS

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# LEARNING OUTCOMES



**Learn about generational differences and unique characteristics of Generation Z**



**Reflect on how generational differences impact teaching and learning approaches**



**Discuss the challenges of supporting first-year and at-risk students with limited resources**



**Understand ways that student success professionals can leverage technology to engage with first-year students and at-risk students**



**Consider opportunities to adopt strategies for using technology to support the needs of diverse populations of students.**

## CAN YOU SPEAK GEN Z?

- Whip
- Self-drag
- What's the tea?
- Salty
- Head-ass
- Extra
- Crep
- Dank
- Car
- Make fun of yourself
- What's the scoop (gossip)?
- Irritated
- Mushy or cringe-worthy
- Flamboyant
- Sneakers
- High quality

# MILLENNIALS VS GEN Z: GOING TO COLLEGE

## Millennials/Gen Y: 1980-1995 (71% College)

- Special
- Sheltered
- Confident
- Team-Oriented
- Conventional
- Pressured
- Achieving

## Generation Z: 1999-2010 (64% College)

- Pragmatic
- Entrepreneurial
- Money-Conscious
- Overshadowed
- Global
- Less Interested in College
- Want More Face-to-Face



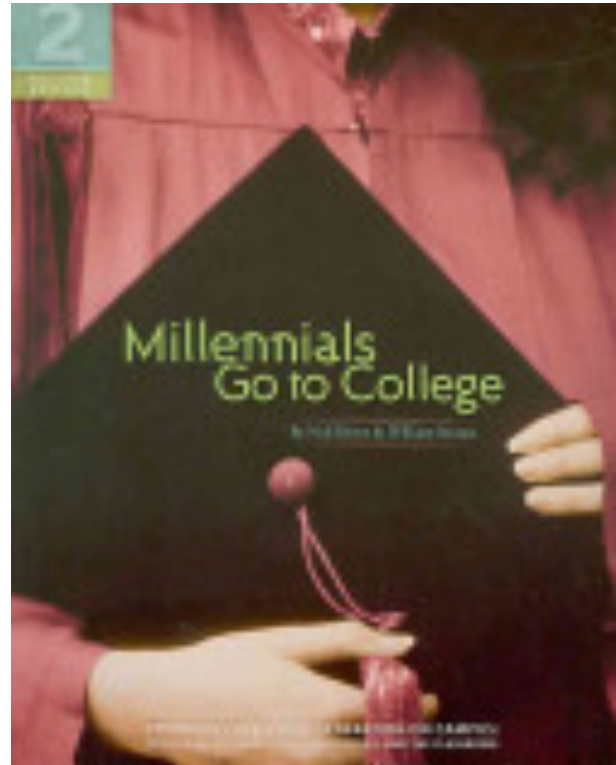
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# MONEY CONSCIOUSNESS, PRAGMATISM AND THE TEACHING & LEARNING ENVIRONMENT

## Cost of College:

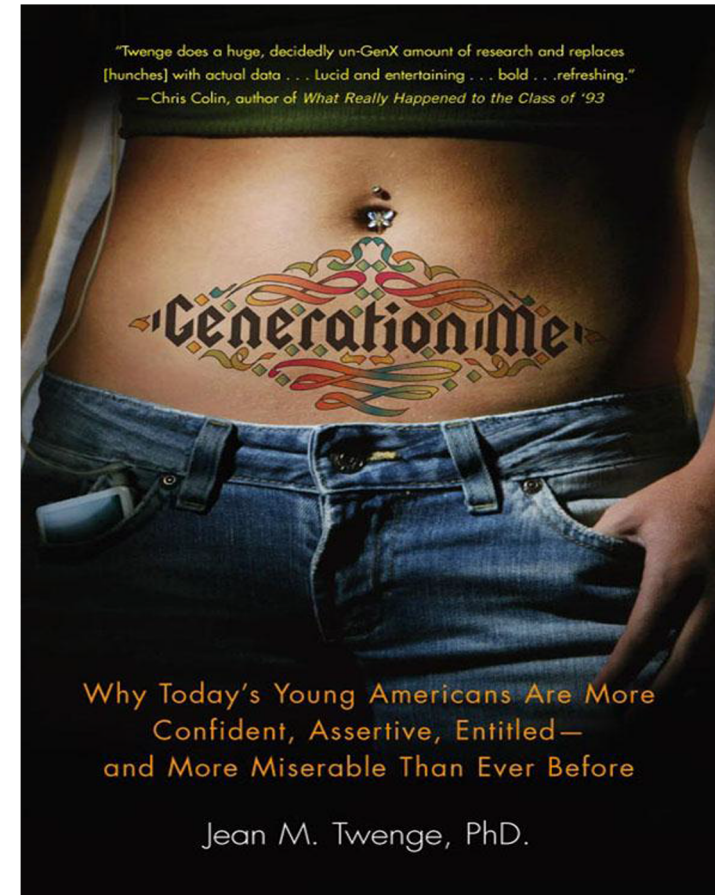
- Dictates college choice
- Creates expectation of return on investment
- Impacts pragmatism:
  - Purchase only necessities
  - Digital books cheaper
  - Impact information processing and mastery

# MILLENNIALS GO TO COLLEGE: HOWE AND STRAUSS (2007)



# GENERATION ME: JEAN M. TWENGE, PH.D.

- The results of 12 studies on generational differences based on data from 1.3 million Americans
- Focus on those born in 70s, 80s, 90s





# GENERATIONAL DIFFERENCES

## Children Born Pre-1970

- Good Christians
- Hard Workers
- Obedient
  
- Shift from obedience, good manners, loyalty, and religion to the “Do Your Own Thing” parenting

## Children Born Post-1970

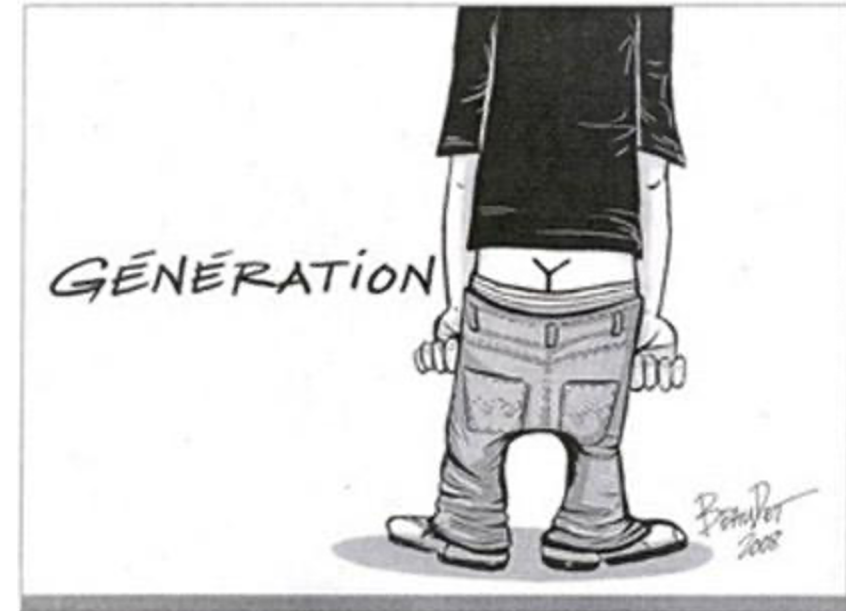
- Happy
- Independent
- Open-Minded
  
- Fall of social rules & rise of the individual

## IMPACT ON TEACHING AND LEARNING

Obedience: “I will do all my assigned reading.”



Happiness: “Why do I have to do all that reading? It isn’t making me happy!”

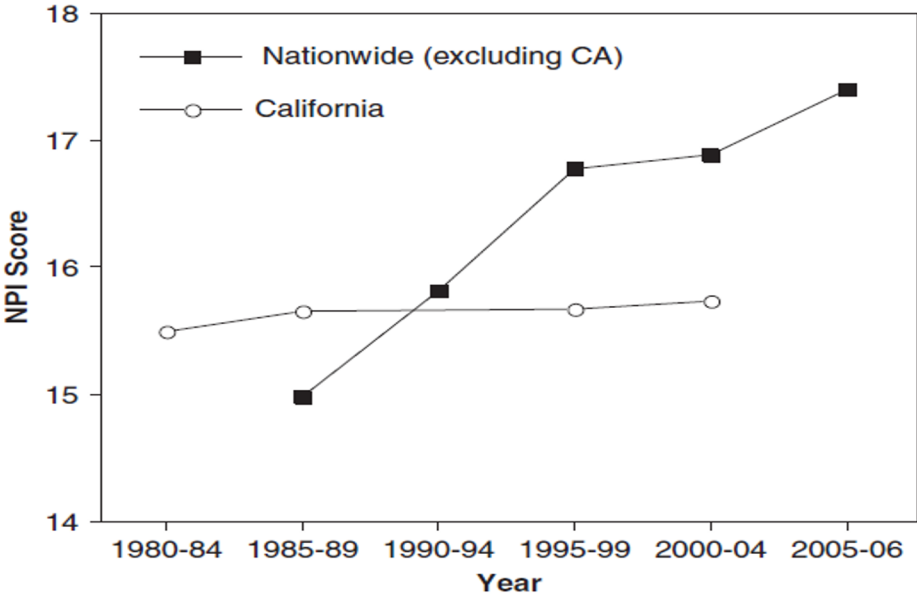


# THE RISE OF NARCISSISM

FROM: *FURTHER EVIDENCE OF AN INCREASE IN NARCISSISM AMONG COLLEGE STUDENTS*, BY TWENGE, ET AL., 2008

920

Twenge, Konrath, Foster, et al.



# THE RISE OF NARCISSISM

Negative trait defined as excessive self-importance

One of the few personality traits psychologists agree is almost completely negative

Overly focused on self; lack empathy; feel superior

More likely to feel hostile, anxious, compromise health, fight with family/friends

In 50s, 12% of teens agreed with statement, "I am an important person."  
In late 80s, 80% agreed

Narcissism is darker side of self-focus, as opposed to self-esteem

Self-esteem curricula likely increased narcissism: "Self-Science: The Subject is Me" (vs. biology)

Fosters entitlement; in workplace, young people expect too much too soon (salaries/promotions); in school, "where's my A?"

You can be anything you want to be!

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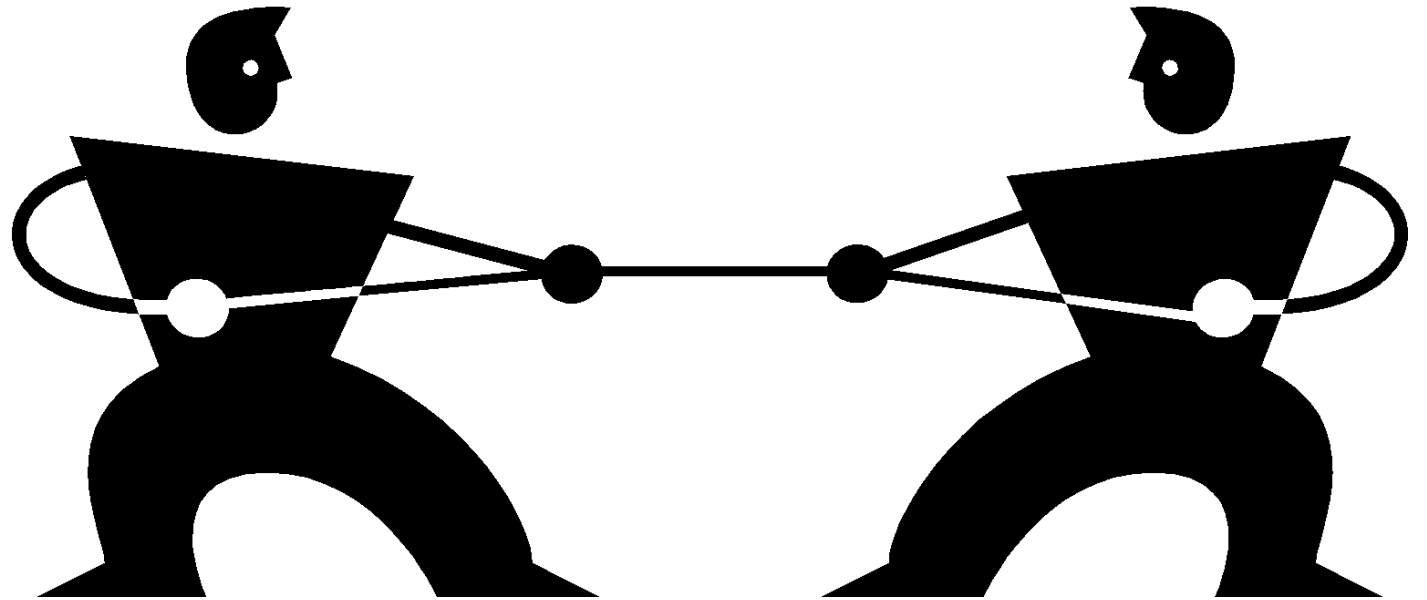
## IMPACT ON TEACHING AND LEARNING

Prof. Hazard showed little sympathy last year in my parents' divorce, my depression and sickness (swine flu that lead to pneumonia). Even though I had an exam grade average of a B- she took away the entire 20% participation without letting me know that I was at risk of losing such a large chunk of my grade. When I would let her know why I was missing she would only send feel better emails, not please come see me etc. I thought I was being excused.



## **PERSONALITY VARIABLE: LOCUS OF CONTROL**

A generalized expectancy individuals hold regarding the degree to which they can control their own fate.



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# LOCUS OF CONTROL

## Internal Locus of Control

- Individuals believe they have control over their own outcomes. Outcomes are attributed to their own behavior.

## External Locus of Control

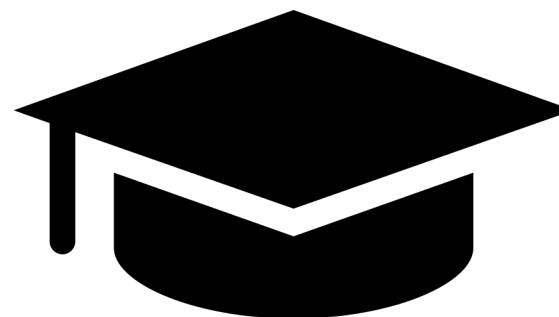
- Individuals believe outcomes are controlled by luck, fate, chance, or powerful others.

## ANOTHER PERSONALITY TRAIT CHANGE: LOCUS OF CONTROL

- From 1960 to 2002, college students increasingly believed that their lives were controlled by outside forces vs. their own efforts
- The average college student in 2002 had a more external LOC than 80% of college students in the 60s: In 1960, students averaged an 8.7; in 2002, average increased to 11.96
- As individualism has increased, so too has externality
- Lefcourt (1991) describes externality as a “failure to act in one’s own behalf in trying to remedy unpleasant situations, in the face of potential stress, or in trying to bring about rewarding outcomes.”
- Internal LOC has been found to be the strongest predictor of achievement with minority students (Coleman et al., 1966)
- Research has linked externality with risk taking and juvenile delinquency (Shaw & Scott, 1991); higher rates of teen pregnancy and drug abuse
- Externality encourages victim mentality that attributes negative experiences to outside sources; in turn, undermines personal responsibility.
- Externals often view life as uncontrollable and difficult to cope with and often hold superstitious beliefs (Shinde & Joshi, 2011)

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# GENERATION Z AS LEARNERS



# IMPACT ON TEACHING AND LEARNING

## Fear of Failure:

- Difficulty tolerating criticism
- Provide multiple opportunities for improving and learning

## Attention Span:

- Switching costs
- Offer multiple types of activities

## Visual Learners:

- Watch more than 3 hours of videos a day
- Provide video and graphic representations

## Crave Face-to-Face:

- Digital natives
- Utilize hybrid models



**HOW MIGHT WE LEVERAGE TECHNOLOGIES TO ENHANCE SUCCESS  
FOR OUR DIVERSE GENERATION Z POPULATIONS?**



# KEY TECHNOLOGIES



Learning Management Systems  
(Blackboard)



Online videos (Student Lingo,  
Faculty videos)

# UTILIZING TECHNOLOGY FOR OUTREACH: BUILDING CONNECTIONS

Generation Z students crave face-to-face connections, but often struggle with:

- Taking advantage of in-person opportunities to engage
- Finding time to meet with others
- A lack of practice in face-to-face conversations

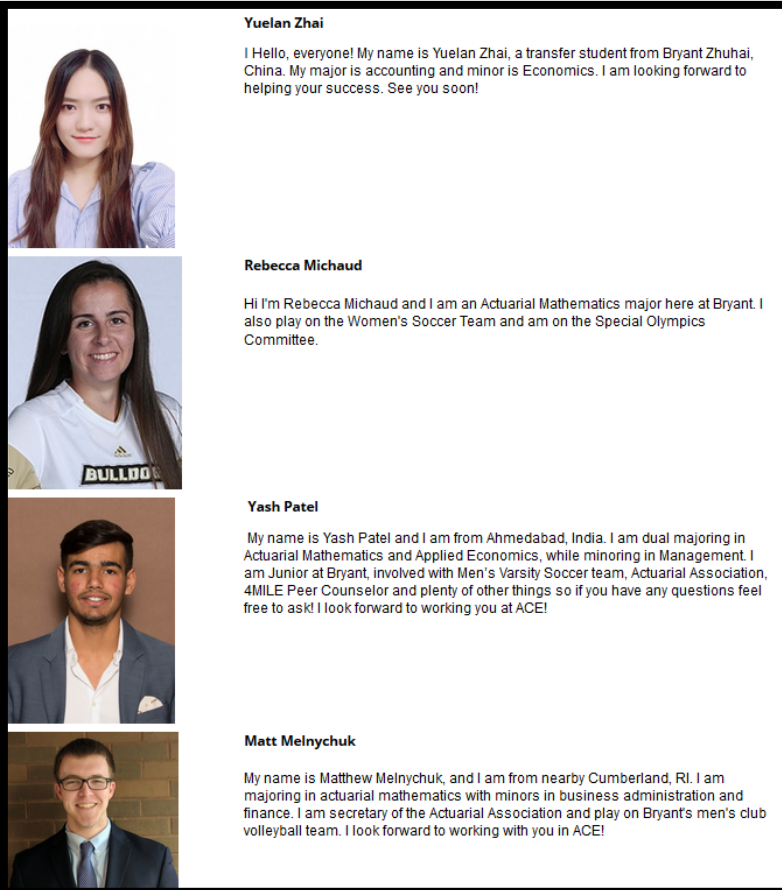
Technology can help:

- Humanize professional staff, faculty and departments
- Teach students about developing relationships at college



# BUILDING CONNECTIONS: LEARNING CENTER BLACKBOARD SITE

- Includes photos and bios of all undergraduate peer tutors and writing consultants
- Creates a friendly image of the learning center



**Yuelan Zhai**  
I Hello, everyone! My name is Yuelan Zhai, a transfer student from Bryant Zhuhai, China. My major is accounting and minor is Economics. I am looking forward to helping your success. See you soon!

**Rebecca Michaud**  
Hi I'm Rebecca Michaud and I am an Actuarial Mathematics major here at Bryant. I also play on the Women's Soccer Team and am on the Special Olympics Committee.

**Yash Patel**  
My name is Yash Patel and I am from Ahmedabad, India. I am dual majoring in Actuarial Mathematics and Applied Economics, while minoring in Management. I am Junior at Bryant, involved with Men's Varsity Soccer team, Actuarial Association, 4MILE Peer Counselor and plenty of other things so if you have any questions feel free to ask! I look forward to working you at ACE!

**Matt Melnychuk**  
My name is Matthew Melnychuk, and I am from nearby Cumberland, RI. I am majoring in actuarial mathematics with minors in business administration and finance. I am secretary of the Actuarial Association and play on Bryant's men's club volleyball team. I look forward to working with you in ACE!

# BUILDING CONNECTIONS: STUDENT SUCCESS ONLINE COURSE

Online course for first-year  
students

Complete the month prior to  
arrival on campus

Required by FYE faculty

Student Success at  
Bryant University

Getting Started

Content

Syllabus

Course Modules

Communication

Discussion

Supplemental Information


Support/Help

Blackboard Help

## Getting Started

Welcome to Bryant University!

Laurie Hazard - Welcome Message

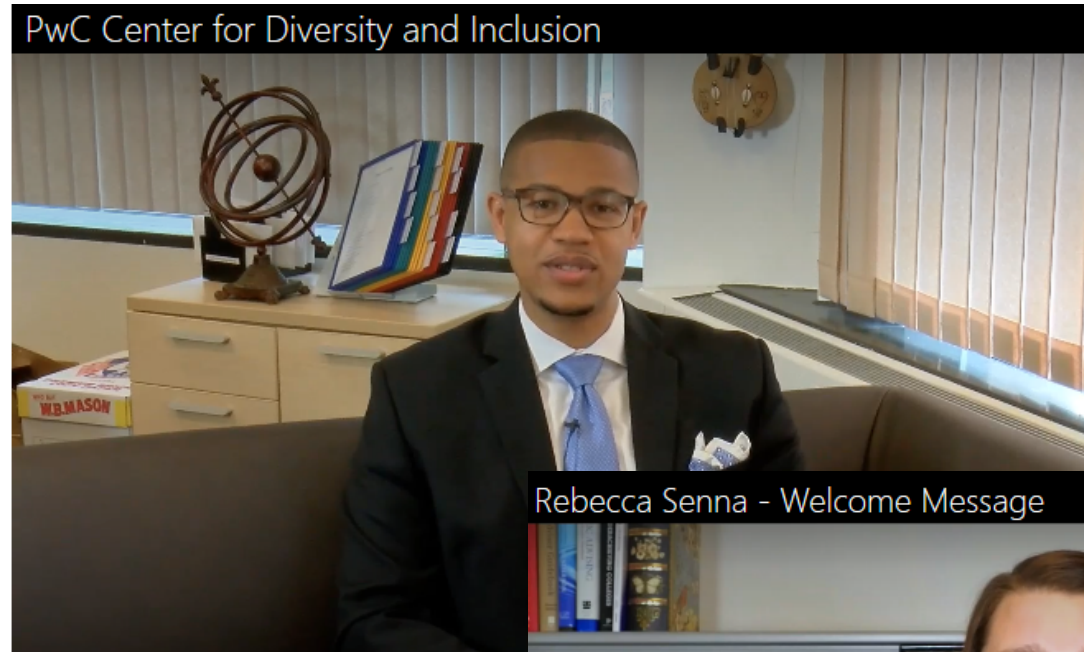


What is the Bryant IDEA?

This video provides a brief introduction to the Bryant University IDEA experience in which you will take part in January.

# BUILDING CONNECTIONS: STUDENT SUCCESS ONLINE COURSE

- Department Introduction Videos
  - Career Center
  - Library
  - Undergraduate Advising
  - Center for Diversity and Inclusion
  - International Student Services
  - First-Generation Student Support Team
  - Public Safety
  - Counseling Services



# BUILDING CONNECTIONS: STUDENT SUCCESS ONLINE COURSE



Improving Student-Faculty  
Relationships  
Course

- Tips on visiting faculty office hours
- Student Lingo Video: “Improving Student-Faculty Relationships”
  - Understanding the difference between a professor and a teacher
  - Strategies for engaging with faculty in college

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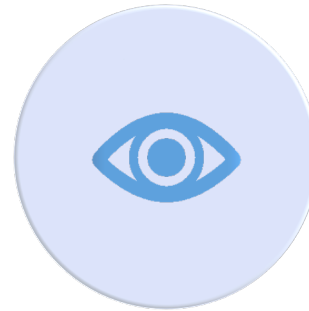
## GENERATION Z LEARNER PREFERENCES



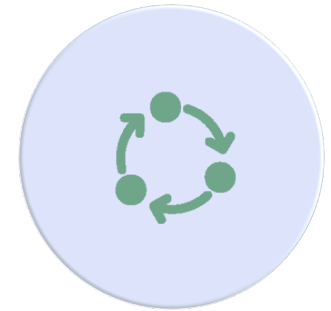
WANT INFORMATION  
“JUST IN TIME”



ENJOY SELF-TEACHING  
AND SELF-PACING



PREFER VISUAL  
MODALITIES



EXPECT INTERACTIVITY  
IN LEARNING

# GENERATION Z LEARNERS: STUDENT LINGO

- Interactive videos
- Available 24/7
- Accessed via:
  - Learning center Bb site
  - Library resources

## STATISTA

Access to 1 million statistics – ready to use in PPT, XLS and PNG ... [\[more\]](#)

## STUDENT LINGO

On-demand student success workshops that will help you succeed in college ... [\[more\]](#)

**Users must create an account using their Bryant email account to access this resource.**

*Student Lingo by Innovative Educators* is a portal of online videos that provide guidance, tips, and strategies from education experts with many years of experience working in higher education. Topics include academic achievement, writing and research help, navigating financial aid and procrastination. See the Student Lingo page for the full list of videos.

## UP-TO-DATE

An evidence-based, physician-authored clinical decision support resource to make point-of-care decisions ... [\[more\]](#)

**Please note: UpToDate is available to current Bryant University physician assistant students and faculty only.**

## VALUE LINE RESEARCH CENTER

Information & advice on stocks, the stock market, & the economy ... [\[more\]](#)

## WALL STREET JOURNAL - Full text of the print version

Search the full text of the Wall Street Journal from 1984 - present

## WALL STREET JOURNAL - WSJ.com version

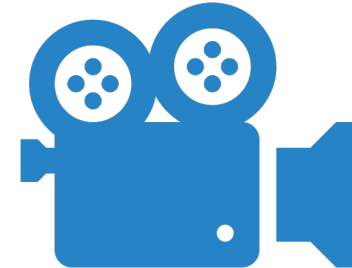
Search the full text of WSJ.com from 2010 to present ... [\[more\]](#)

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## GENERATION Z LEARNERS: OTHER ONLINE RESOURCES



Websites and web resources  
– Ex: Khan Academy



Faculty-developed videos for  
specific courses



# **TECHNOLOGY SUPPORTING AT-RISK STUDENTS**





## USING TECHNOLOGY TO SUPPORT AT-RISK STUDENTS

- Technology can help students:
  - Handle pressure and fear of failure
  - Process transition issues to have a successful start to their college careers
- Institutions can affirm commitment to cultivating a diverse community of learners by providing tools that help all students succeed

## **SUPPORTING GEN Z STUDENTS THROUGH TECHNOLOGY: STUDENT SUCCESS ONLINE COURSE**

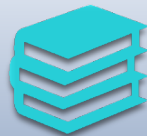


Modules for:

First-generation college students  
International students  
Transfer students



Discuss the unique challenges for these students as they transition to the institution



Help students understand the resources available to support them to be successful

## **SUPPORTING GEN Z STUDENTS THROUGH TECHNOLOGY: STUDENT SUCCESS ONLINE COURSE**

- Locus of Control: correlated with academic performance
  - Use the “What it Takes to Be a Successful Student” Student Lingo
  - Educate students on the concept of Locus of Control and how it relates to academic performance
  - Students take the “Trice Academic Locus of Control Scale.”
  - Students with high externality – additional outreach from Student Success Advocates

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## **SUPPORTING GEN Z STUDENTS THROUGH TECHNOLOGY: PROBATION STUDENTS**

### Qualtrics Survey:

- Completed by students who are on probation.
- Asks students to reflect on the various factors that impacted their academic performance in previous semester.
- Results shared with Student Success Advocates.
- Students provided with a list of action items and links to specific Student Lingo videos targeted at their challenges.



# Bryant University

## Academic Habits

	Yes	No
I understood my course materials	<input type="radio"/>	<input type="radio"/>
I completed assignments on time	<input type="radio"/>	<input type="radio"/>
I prepared for and took exams with ease	<input type="radio"/>	<input type="radio"/>
I was able to keep up with the amount of work	<input type="radio"/>	<input type="radio"/>
I was focused during class lectures	<input type="radio"/>	<input type="radio"/>
I was focused while reading/studying	<input type="radio"/>	<input type="radio"/>
I was comfortable organizing and beginning assignments or projects	<input type="radio"/>	<input type="radio"/>
I was able to balance academic and social activities	<input type="radio"/>	<input type="radio"/>
I had enough time to complete class assignments	<input type="radio"/>	<input type="radio"/>
I managed my time well	<input type="radio"/>	<input type="radio"/>
I understood course requirements and grading structures	<input type="radio"/>	<input type="radio"/>

Survey Completion  
0%  100%







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# Bryant University

## Academic Habits

- I understood my course materials 
- I completed assignments on time 
- I prepared for and took exams with ease 
- I was able to keep up with the amount of work 
- I was focused during class lectures 
- I was focused while reading/studying 



# Bryant University



## Bryant University

Research shows class attendance has a positive relationship to your grades. Attending class allows you to obtain information that might not be in your text books. It also allows you to have varied contact with course material. For example, you hear lectures; you have a chance to review your notes; in class you may also do group work and have demonstrations. In short, attending class is effective in increasing your retention of information and learning of material.

If you are a student who tends to lose focus because of visual distractions in the environment, such as looking out the window and watching other students on their laptops, sitting in the front of the classroom removes those types of distractions from your field of vision, thus enabling you to focus your attention on the professor.

Survey Completion

Thank you for completing the Academic Self-Assessment Questionnaire. Below you will find a list of required and suggested activities, based on the results from this assessment. Once you leave this page, you will not be able to return. If you would like to keep this information, please PRINT. Make sure you hit SUBMIT at the bottom in order for your responses to be recorded (after you review the suggested activities).

Required:

Schedule a meeting with your Student Success Advocate, who will help you prioritize the required activities listed below.

a Select the two classes you are most concerned about this semester, and meet with each professor at least once during office hours.

a Schedule an appointment with your student success advocate

a Complete the following Student Lingo videos (available at [www.studentlingo.com/bryant](http://www.studentlingo.com/bryant)):

[Exam Preparation Tips & Test-Taking Strategies](#)

[How to Achieve Well-Being, Balance, and Success](#)

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# SUPPORTING GEN Z STUDENTS THROUGH TECHNOLOGY: PROBATION STUDENTS

## Blackboard Site Pilot: “Next Steps: Achieving Your Academic Potential”

- All students on probation are enrolled
- Positive message
- Regular invitations to engage
- Links to Student Lingo videos
- Links to campus and online resources

## Modules:

- Time Management & Procrastination
- Setting Goals
- Working with Your Faculty
- Considering Your Learning
- Stress Management
- Reaching Out to Campus Resources
- Preparing for Finals

## OTHER BENEFITS OF LEVERAGING TECHNOLOGY



Faculty resistance or lack of confidence in integrating student success into their curriculum/classrooms: can reach out more directly to students through technology



Limited resources in many academic success and support areas: technology is more efficient and has potential to reach more students



## A WORD ABOUT SOCIAL MEDIA





# **QUESTIONS & DISCUSSION**

