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
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)
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
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!
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.
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).
GENERATION Z AS LEARNERS
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
BUILDING CONNECTIONS: STUDENT SUCCESS ONLINE COURSE

Online course for first-year students
Complete the month prior to arrival on campus
Required by FYE faculty
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

- 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
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
Websites and web resources
- Ex: Khan Academy

Faculty-developed videos for specific courses
TECHNOLOGY SUPPORTING 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
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.
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<thead>
<tr>
<th>Academic Habits</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>I understood my course materials</td>
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<tr>
<td>I completed assignments on time</td>
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<td>I prepared for and took exams with ease</td>
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<td>I was able to keep up with the amount of work</td>
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<td>I was focused during class lectures</td>
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<td>I was focused while reading/studying</td>
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<td>I was comfortable organizing and beginning assignments or projects</td>
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<td>I was able to balance academic and social activities</td>
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<td>I had enough time to complete class assignments</td>
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<td>I managed my time well</td>
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<td></td>
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<tr>
<td>I understood course requirements and grading structures</td>
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Survey Progress

0% 100%
Research shows class attendance has a positive relationship to your grades. Attending class allows you to obtain information that might not be in your textbooks. 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.

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.

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

- Schedule an appointment with your student success advocate

- Complete the following Student Lingo videos (available at www.studentlingo.com/bryant):

Exam Preparation Tips & Test-Taking Strategies

How to Achieve Well-Being, Balance, and Success
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