Intergenerational Challenges in Teaching & Learning

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Intergenerational Challenges in Teaching & Learning

Dr. Danice B. Greer
The University of Texas at Tyler
School of Nursing
October 2015
## Intergenerational Challenges – Who’s Who?

### DEFINING GENERATIONS

How I prefer to communicate with you…

<table>
<thead>
<tr>
<th>Generation</th>
<th>Age</th>
<th>You Prefer…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditionalist</td>
<td>60</td>
<td>Let’s have a conversation</td>
</tr>
<tr>
<td>Boomer</td>
<td>50</td>
<td>Call me on my cell</td>
</tr>
<tr>
<td>X’er</td>
<td>35</td>
<td>Send me an email</td>
</tr>
<tr>
<td>Y’er</td>
<td>30</td>
<td>Send me a text</td>
</tr>
<tr>
<td>Millenial</td>
<td>25</td>
<td>Facebook/Tweet Me</td>
</tr>
</tbody>
</table>

(Forbes Tech May 16, 2012)
### Intergenerational Challenges – Who’s Who?

#### DEFINING GENERATIONS

How I view my career goals...

<table>
<thead>
<tr>
<th>Generation</th>
<th>View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boomer</td>
<td>Build a all-star career</td>
</tr>
<tr>
<td>X’ers</td>
<td>Build a portable career</td>
</tr>
<tr>
<td>Millennials</td>
<td>Build parallel career</td>
</tr>
</tbody>
</table>
# Intergenerational Challenges – Who’s Who?

## Defining Generations

<table>
<thead>
<tr>
<th>Generation</th>
<th>View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boomer</td>
<td>Freedom of Expression</td>
</tr>
<tr>
<td>X’ers</td>
<td>Realistic</td>
</tr>
<tr>
<td>Millennials</td>
<td>Structure of Accountability</td>
</tr>
</tbody>
</table>

(Reeves, 2006)
# Intergenerational Challenges – Who’s Who?

<table>
<thead>
<tr>
<th>Generation</th>
<th>View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boomer</td>
<td>Formal; once a year</td>
</tr>
<tr>
<td>X’ers</td>
<td>Sorry...how am I doing?</td>
</tr>
<tr>
<td>Millennials</td>
<td>Feedback upon request, when I want &amp; need it</td>
</tr>
</tbody>
</table>

(Reeves, 2006)
Defining Generations

How I view Rewards…

<table>
<thead>
<tr>
<th>Generation</th>
<th>View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boomer</td>
<td>Title and office</td>
</tr>
<tr>
<td>X’ers</td>
<td>Freedom</td>
</tr>
<tr>
<td>Millennials</td>
<td>Meaningful Work</td>
</tr>
</tbody>
</table>

(Reeves, 2006)
DEFINING GENERATIONS

<table>
<thead>
<tr>
<th>Topic</th>
<th>View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work</td>
<td>Transparent, Self-Reliant, Flexible, Personal Freedom</td>
</tr>
<tr>
<td>Communication</td>
<td>Casual, Personal, Direct</td>
</tr>
<tr>
<td>Education</td>
<td>Student driven, Constructivism, Pluralistic</td>
</tr>
</tbody>
</table>

(Northeastern University, 2015; Martin, 2014)
Generation Z

- The Silent Generation (Born >1995)
- Communication: Facetime, Text, emoticons
Email:
Dr. Greer I have tried to insert an image to the Discussion board and it will not post. I am awaiting instructions from IT support.

Age: ?      Generation: ?
Email:
Dr. Greer: I am in your Nursing Health Care Informatics NURS 5324, and I just submitted my Current Innovation assignment. Please let me know if I submitted it incorrectly, I followed the instructions but sometimes I do not get along with computers.

Age: ?  Generation: ?
Email:
Dr. Greer: Please, please delete my Innovative assignment. I am **technologically retarded** and I am still learning how to upload this from padlet.com to the assignment page.

Age: ?
Generation: ?
Quality Solutions

• Suspend all judgments
• NEVER Assume
• ALL students need help
• Videos, tutorials,
• Easy to follow instructions
• Avoid Stereotyping
One size **DOES NOT** fit all

- Rubrics
- Assignments
- Teaching Strategies
- Methods of Instruction
Understand
Communicate
Flexibility

A digital immigrant will read the owners manual, scared of destruction.

A digital native will click and play until successful, with no fear.
What does U-C-F look like in Teaching and Learning?

Understand what your students need are.
• Mix up and blend together

Communicate formally and informally.
• Speak to get population, and then break your topic down per sample.

Set your students’ learning experiences up to be flexible.
• Allow for student input
• Hold expectations and allow for those to be exceeded
Strength-based Approach to Education
What is Strength-based Education?
The Strengths Perspective

Everybody has these assets that can be built on to help people reach their goals.

**C =** competencies, capacities, courage, character

**P =** promise, purpose, possibility, positive expectations

**R =** resources, resilience, relationships, resourcefulness, resolve, reserves
Focus is on possibilities, rather than problems
Partnership with Students
The Strengths Model

Strengths Model as a basis for Higher Education:

<table>
<thead>
<tr>
<th>Traditional Model</th>
<th>Strengths Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Targeted toward a “one size fits all” solution.</td>
<td>• Strengths are identified and utilized to empower students.</td>
</tr>
<tr>
<td>• Students are dependent upon the system; is problem-oriented.</td>
<td>• Students are seen inclusively as holistic beings, inherently integrated with the program.</td>
</tr>
</tbody>
</table>
Embracing a Strength-based Approach to Your Class
Everyone has strengths/gifts
Start with the positive
Faculty presentation
Believe in success
Authentic relationships
Understand the student’s story
Facilitate their journey
Capacity building
Transformational change
Strengths Assessments

My Top 5 Strengths:

1. Strategic
2. Achiever
3. Learner
4. Futuristic
5. Individualization
LIVE IN CHARACTER.
WITH 120 QUESTIONS.
IN 15 MINUTES.
VIA 24 STRENGTHS.

BUILDING CHARACTER IN 190+ COUNTRIES. 2.6 MILLION PEOPLE...

The numbers continue to grow and show that the VIA Institute on Character is empowering people around the world to discover what connects and is best in us: CHARACTER STRENGTHS. As a non-profit, positive psychology organization and the home of the world’s largest database on character and character strengths, our mission is to unleash the strengths within all of us to build a better world. We are proud to offer the only free, online, scientifically validated survey of character strengths.

KNOW YOUR STRENGTHS. LIVE IN CHARACTER. SAVOR YOUR SUCCESS.

Character research shows that knowing and applying our unique character strength profile increases our life satisfaction and well-being. Our goal at the VIA Institute is to provide simple and effective tools for each of us to learn more about our unique character strengths and our personalized pathways to happiness. Developing your character strengths can have a significant impact on quality of life as well as a positive effect on relationships, careers and personal growth. VIA is committed to helping you through every step of your character-building journey.
The Question: HOW?
1. Seek and consider the constraints.
2. Acknowledge and address.
3. Be willing to change the culture of your classroom.
4. Measure success through celebration.
Relating the Two: Intergenerational Challenges & Strength-based Educational Approach

- Holistic Focus
- The Young and The Old
- Intergenerational Strengths
- Know Thyself
A TAXONOMY OF SIGNIFICANT LEARNING

LEARNING HOW TO LEARN
- Becoming a better student
- Inquiring about a subject
- Self-directing learners

FOUNDATIONAL KNOWLEDGE
- Understanding and remembering:
  - Information
  - Ideas

APPLICATION
- Skills
- Thinking:
  - Critical, creative, & practical thinking
  - Managing projects

CARING
- Developing new feelings
- Interests
- Values

HUMAN DIMENSION
- Learning about:
  - Oneself
  - Others

INTEGRATION
- Connecting:
  - Ideas
  - People
  - Realms of life
“If we ask people to look for deficits, they will usually find them, and their view of the situation will be colored by this. If we ask people to look for successes, they will usually find it, and their view of the situation will be colored by this.”

(Kral, 1989)
Every Human Being Has STRENGTHS Just waiting To Be Uncovered.

(Rath, 2007, p. 30)
Parker Palmer states, “We must teach from who we are.”