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STUDENT ENTITLEMENT & FACULTY COMMUNICATION WITH THE MILLENNIAL STUDENT

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DISCLOSURE

We are here to discuss student entitlement and faculty communication with millennial students. We have been paid an honorarium for this presentation from SpeechPathology.com. In addition we have authored the book *The Scholarship of Teaching & Learning in Speech-Language Pathology & Audiology* (Plural Publishing). Many of the concepts presented today are from our book. We do benefit financially from royalty payments from the sale of the book. We have no relevant nonfinancial relationships to disclose.

LEARNING OBJECTIVES

- After this course, participants will be able to describe characteristics of millennial generation students.
- After this course, participants will be able to explain the relationship between millennial generation students and teaching and learning issues.
- After this course, participants will be able to identify key communication strategies to use in teaching millennial generation learners in undergraduate and graduate CSD programs.

SESSION OVERVIEW

- Who are the Millennial Students
- Issues surrounding entitlement
 - Entitlement defined
 - The Millennial student and entitlement
- Teaching and supervising millennial learners effectively
- Guidelines on successful communication for faculty and clinical educators
- Questions and Discussion

THE MILLENNIAL STUDENT

- “Nintendo Generation”, the “Me” Generation, or Generation Y
- Born ~1982-2002
- Child-centric society
 - Self-esteem reinforced
 - Awarded for participation
- Increased parental involvement – “helicopter parents”
- Caution about applicability of generalization

(Stanford & Reeves, 2007; Carter, 2008-2009; Baer & Cheryomukhin, 2011; Hesel & May, 2007; Singleton-Jackson, et al., 2010; Wilson, 2004)

THE MILLENNIAL STUDENT

- Access to technology, but vary in proficiency
 - Internet
 - Cellphones and smart phones
 - Instant access to people and information
 - Facebook
 - Twitter
 - Instagram
- Technology and low SES students exception to assumptions

(Stanford & Reeves, 2007; Carter, 2008-2009; Baer & Cheryomukhin, 2011; Singleton-Jackson, et al., 2010; Wilson, 2004)

THE MILLENNIAL STUDENT CHARACTERISTICS

- | | |
|---|---|
| <ul style="list-style-type: none"> • Easily bored • Expect variety • Self-directed • High levels of self-esteem • Collaborative • Crave interactivity • Ethnically diverse | <ul style="list-style-type: none"> • Believe that everyone's voice should be heard and valued • Expect to have choices and control over choices • High achievement expectations from parents <ul style="list-style-type: none"> • Use of social comparisons • Extrinsic rewards to motivate |
|---|---|

(Greenberger, et al., 2008; Singleton-Jackson, et al., 2010; Roehlig, Vander Kooi, Dykema, Quisenberry, & Vandlen, 2011)

ENTITLEMENT

- “a stable and pervasive sense that one deserves more and is entitled to more than others” (Campbell, Bonacci, Shelton, Exline & Bushman, 2004, p. 31)
- Reward or positive outcome
 - Expectation that professor will accommodate needs
 - Expectation of special privileges or exemptions
 - Higher grades with modest effort
 - Grades that they “deserve”
 - Perceived needs are not met
 - Time on task

(Greenberger, Lessard, Chen, & Farruggia, 2008; Singleton-Jackson, Jackson, & Reinhardt, 2010)

TEACHING MILLENNIALS EFFECTIVELY

- Pedagogical choices
 - Create team learning opportunities/learning communities
 - Become critical thinkers
 - Rely on authority less, start developing trust in own analysis skills
 - Demonstrate learning orientation rather than grade orientation
 - Learning orientation: place value on discussions, cooperative learning; flexibility
 - Grade orientation: use grades as incentive, talk about grade inflation, less flexible

(Carter, 2008-2009; Ginsberg, Friberg, & Visconti, 2012; Macke, Taylor & Taylor, 2013; Meyers, 2003; Pollio & Beck, 2000; Williams, Beard, & Tanner, 2011; Wilson, 2004)

TEACHING MILLENNIALS EFFECTIVELY

- Active learning approaches
 - Cooperative and collaborative learning
 - Problem based, case based learning or team based learning
 - Service Learning
- Use of technology to enhance learning
 - Connect with learning objectives and teaching philosophy
 - Variety
 - Within the classroom
 - Within assignments

(Carter, 2008-2009; Ginsberg, et al., 2012; Macke, et al., 2013; Meyers, 2003; Wilson, 2004)

SUPERVISING MILLENNIALS EFFECTIVELY

- Reflective Supervision
 - Interactive
 - Collaborative
 - Enables student's voice to be heard/valued
 - Integration of cognitive, subjective, and affective material
 - Rely on authority less, start developing trust in own analysis skills
 - Learning oriented

(Beck & Verticchio, 2014; Geller, 2001; Geller & Foley, 2009; Geller, Dwyer, Gerts, Malone, Sampelayo, & Tusa, 2010; Tomlin, Weatherston, & Pavkov, 2013;)

IMPROVING COMMUNICATION

- Immediacy
 - Faculty self-disclosures
 - Student-faculty communication
 - Teaching and/or supervision philosophy
- Facilitating Discussions
 - Encourage all opinions to be respected
 - Avoid pressing your own opinion too heavily (in subjective areas)
 - Avoid overt criticism by moving through exploration of ideas
 - Use pairs or small groups
 - Moderate emotional or strong responses

(Carter, 2008-2009; Ginsberg, 2007; Ginsberg, et al., 2012; Meyers, 2003; Parkes & Harris, 2002; Roehling, et al., 2011; Stanford & Reeves, 2007; Wilson, 2004)

IMPROVING COMMUNICATION

- First day of class/clinic
- Syllabus: Learner-Centered
 - Include your teaching or supervision philosophy
 - Give students a voice in design, if appropriate
 - Include details for student vs. instructor/supervisor responsibilities
 - Indicate expectations relative to time on task and effort for assignments
 - Include helpful tips about how to be successful and avoid misconceptions or common errors

(Parkes & Harris, 2002; Young, 2012)

IMPROVING COMMUNICATION

- Feedback
 - Rubrics
 - Share exemplars of assignments
 - Help them become reflective about their own work and relationship to outcomes
 - Increase their independence and reliance on others
 - Realistic expectations
 - Expectations of appropriate self-advocacy

(Carter, 2008-2009; Ginsberg, 2007; Ginsberg, et al., 2012; Meyers, 2003; Parkes & Harris, 2002; Roehling, et al., 2011; Stanford & Reeves, 2007; Williams, et al., 2011; Wilson, 2004)

IMPROVING COMMUNICATION

- Classroom atmosphere
 - Norms for participation
 - Preference for informal setting
 - Preparation for discussions
 - Open-ended questions

(Carter, 2008-2009; Ginsberg, 2007; Ginsberg, et al., 2012; Meyers, 2003; Parkes & Harris, 2002; Roehling, et al., 2011; Stanford & Reeves, 2007; Wilson, 2004)

IMPROVING COMMUNICATION

- Clinic atmosphere
 - Norms for participation
 - Professionalism
 - Preparation for clinical sessions
 - Reflective supervision

(Carter, 2008-2009; Geller, 2001; Ginsberg, 2007; Ginsberg, et al., 2012; Meyers, 2003; Parkes & Harris, 2002; Roehling, et al., 2011; Stanford & Reeves, 2007; Wilson, 2004)

DISCUSSION AND QUESTIONS

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