Strategies for Teaching Millennial Students

Environment: Classroom Climate
<u>**An Issue**</u>**: Defining "Disruptive"***

- Be clear in the syllabus about your expectations and how they relate to learning.
- When an incident occurs, ask 2 questions:
    - Is the behavior disruptive or non-disruptive?
    - Is it the 1st offense or is it a recurring behavior?
        - If disruptive, deal with it assertively.
        - If not disruptive, ignore it.
        - 1st offense—Don't make much of it.
        - More than 1st offense—Try to learn why the behavior is occurring.
- Take care not to turn a non-disruptive behavior into a disruptive one.

Other ideas:

*Felder, R. M., & Brent, R. (2000). All in a day's work. *Chemical Engineering Education, 34*(1), 66-67.

Students: Mindset about learning
<u>**An Issue**</u>**: Performance vs. Learning***

- Exam wrappers—handouts returned with exams/HW asking students about their preparation and understanding
- Teach disciplinary ways of thinking
- Attribute success or failure to effort and strategy (or lack thereof)

Other ideas:

*Dweck, C. S. (2006). Mindset: The new psychology of success. New York: Ballantine Books.

Instructor: Scaffold student learning
<u>An Issue</u>**: Commodity Thinking***

- Be explicit—expectations, directions, instruction
- Teach them to plan, execute, and evaluate their learning
- Parse projects and assignments into pieces
- Give credit for planning
- Exam wrappers—handouts returned with exams/HW asking students about their preparation and understanding
- Consider *Consumer vs. Creator dilemma* for students
    - Teach what is plagiarism in your discipline
    - Teach how to carefully vet sources
- Avoid straight lectures—provide opportunities for interaction with others, engagement with content, and feedback about their understanding (formative assessment)

Other ideas:

*Crone, I., & MacKay, K. (2007). Motivating today's college students. *Peer Review*, Winter, AAC&U.

Tasks: Student work
<u>An Issue</u>**: Reading Compliance**

- Try to select 'considerate' text *
- Make sure the purpose for reading is clear and explicit
- Teach disciplinary ways of reading
- Select interesting, relevant texts (even if supplementary)
- Make assignments that encourage deep reading
- Don't use quizzes to motivate reading (doing so tends to encourage surface reading)
- Tell students if they can expect the reading to be difficult
- Model note-taking from text
- Arouse interest *before* reading
- Create reading guides
- Use informal writing assignments (marginal notes, reading logs, graphic organizers)

Other ideas:

*Armbruster, B.B. (1984). The problem of "inconsiderate texts." In G.G. Duffy, L.R. Roehler, & J. Mason (Eds.), *Theoretical issues in reading comprehension* (pp. 202-217). White Plains, NY: Longman.

Bean, J. C. (2011). *Engaging ideas: Integrating writing, critical thinking, and active learning in the classroom.* San Francisco: Jossey-Bass.