### Key considerations and implications

- Do not make assumptions about students’ backgrounds
- Do not make assumptions about what students may or may not know, especially in the area of writing -- assess and access prior knowledge and skills
- Be aware of signs of referential non-recognition
- Be aware of youth culture as trends may be tied to areas of interest, and this awareness will help you connect with current or known examples and meaningful metaphors

#### General Characteristics

- Have heightened techno skills and ability to access information

#### Examples of Educational Implications

- Professorship has changed -- no longer an expert, now simply a person with expertise
- Found information may be perceived as carrying equal weight
- Naïveté about credibility, quality, and reliability of sources, or timeliness, accuracy, or authenticity of information
- Plagiarism may not be perceived as morally or ethically wrong
- Main ideas need to be stressed as opposed to details, or if dwelling on details, place within the contextual relationship of main ideas.
- Need for simplified information first.

#### Samples of Actions Taken

- In online learning environments have clear rules of social engagement (netiquette)
- Have students investigate sources and authors – other writings, academic credentials, political backgrounds of sources
- Establish, discuss, and publish clear plagiarism policies
- Course requirements need to encourage critical thinking and appraisal
- Model critical thinking as you go through scholarly investigations
- Share exemplary databases and websites pointing out indicators of excellence
- Offer simple overviews before concentrating on details placing facts and data in larger contexts
<table>
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<tr>
<th>General Characteristics</th>
<th>Examples of Educational Implications</th>
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<tr>
<td>Molded by viewing a myriad of global violence, thus they are often skeptical.</td>
<td>Don’t make assumptions about generational knowledge and experiences – ask or pre-assess</td>
<td>Get to know students, their culture, their interests, become familiar with their mythology, and their heroes and concerns</td>
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<tr>
<td>Looking for frameworks, rules, and organizational and social structures that give form, but ones that are not so rigid as to disallow creativity and individuality.</td>
<td>Students may question or challenge information and assumptions</td>
<td>Anticipant challenges and have questions that redirect or defuse, and challenges that refocus their efforts</td>
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<tr>
<td>Looking too for heroes that are real and inspiration that is uplifting but believable</td>
<td>Be prepared for strong, often emotionally charged opinions, and some skepticism</td>
<td>When possible, involve students in decisions about rules and structure of learning experiences offering them real choices</td>
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<td>Have great diversity of talents and interests</td>
<td>Want to have some control of aspects of the class and their educational directions and experiences</td>
<td>While providing prototypes, challenge students to go beyond these</td>
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<tr>
<td>Hunger for information and problem solving challenges</td>
<td>Want to have prototypes, samples, and examples provided as it saves time and effort</td>
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<td>May have very different social skills and standards</td>
<td>Looking for everyday heroes and role models that are realistic – often little tolerance for older idealized models</td>
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<td>Need rights of passage experiences that clearly mark their progressions toward some goal</td>
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<td>Often prior educational experiences have included accommodations of individual differences – be aware of trends like Multiple Intelligence Theory, learning styles and modalities, brain-based education</td>
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<td>Be aware of educational trends in K-12 education</td>
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<td>Students may expect partial credit on wrong answers</td>
<td>Address, privately, any unacceptable behaviors, and try not to take it personally</td>
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<td>Students may be easily bored and want to use creativity or look at issues and problems in new and different ways</td>
<td>Use e-mail, websites, and public folders to post reminders, due dates and grading criteria</td>
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<td>May have the view that good learning should be “edutainment”</td>
<td>Be willing to negotiate alternatives to assignments, especially if these are initiated and well thought out by students</td>
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| Are discriminating consumers, work hard, and value volunteerism and community service | • Appreciate frequent and timely feedback  
• Want to know that courses and programs offer useful training for future employment as higher education is often perceived as job training not just educational experience -- educational experiences are about connections to the real world, not just learning stuff for stuff’s sake  
• Students may be stretched to physical and mental limits and over-scheduled as they work several jobs, plus many volunteer, so be aware of the length of assignments and time constraints  
• Students may prefer to work cooperatively, or collaborate on projects, and they may prefer to work in small groups or pairs even in testing situations | • Offer personal feedback, marginal notes, focused conversations to discuss work, or personal e-mails about students’ work  
• Require peer reviews prior to handing in assignments, and give training on how to align and offer constructive criticism within grading rubrics and assignment parameters  
• Make material relevant and applicable to future lives either by offering direct connections or by giving students time to contextualize and make connections themselves  
• Consider projects, authentic assessment, clearly defined grading or performance rubrics  
• Investigate varied groupings, even consider giving group testing options |

References

Brown, John Seely (March/April 2000), vol. 32, no. 2 Growing Up Digital, Change, 10–11.

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