TEACHING MILLENNIAL STUDENTS

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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	Examples of Educational Implications	Samples of Actions Taken
Have heightened techno skills and ability to access information	- Professorship has changed -- no longer an **expert**, now simply a person with **expertise** - Found information may be perceived as carrying equal weight - Naiveté 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.	- 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

General Characteristics	Examples of Educational Implications	Samples of Actions Taken
Molded by viewing a myriad of global violence, thus they are often skeptical. 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. Looking too for heroes that are real and inspiration that is uplifting but believable	• Don't make assumptions about generational knowledge and experiences – ask or pre-assess • Students may question or challenge information and assumptions • Be prepared for strong, often emotionally charged opinions, and some skepticism • Want to have some control of aspects of the class and their educational directions and experiences • Want to have prototypes, samples, and examples provided as it saves time and effort • Looking for everyday heroes and role models that are realistic – often little tolerance for older idealized models • Need rights of passage experiences that clearly mark their progressions toward some goal	• Get to know students, their culture, their interests, become familiar with their mythology, and their heroes and concerns • Anticipant challenges and have questions that redirect or defuse, and challenges that refocus their efforts • When possible, involve students in decisions about rules and structure of learning experiences offering them real choices • While providing prototypes, challenge students to go beyond these
Have great diversity of talents and interests Hunger for information and problem solving challenges May have very different social skills and standards	• 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 • Students may expect partial credit on wrong answers • Students may be easily bored and want to use creativity or look at issues and problems in new and different ways • May have the view that good learning should be "edutainment"	• Be aware of educational trends in K-12 education • Address, privately, any unacceptable behaviors, and try not to take it personally • Use e-mail, websites, and public folders to post reminders, due dates and grading criteria • Be willing to negotiate alternatives to assignments, especially if these are initiated and well thought out by students

General Characteristics	Examples of Educational Implications	Samples of Actions Taken
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

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