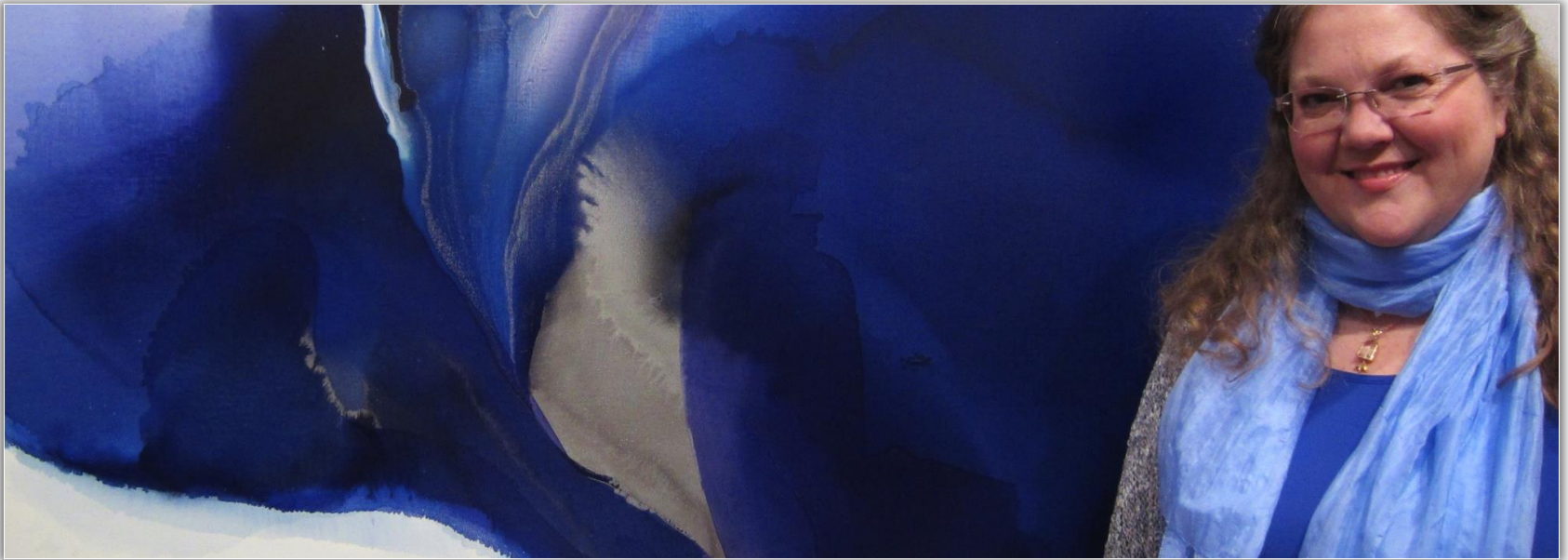


ENGAGING I-GEN STUDENTS IN THE LANGUAGE CLASSROOM

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RESEARCHER BACKGROUND

[Dr. Joanne Burnett](#) has been at The University of Southern Mississippi for twenty years. She is a specialist in second language acquisition and teaches all levels of French language and civilization. She is a Baby Boomer!



RESEARCHER BACKGROUND

[Dr. Leah Fonder-Solano](#) has been at The University of Southern Mississippi since 1997. She specializes in Latin American Literature and teaches all levels of Spanish language, literature, and culture. She is Generation X!

INSTITUTIONAL DEMOGRAPHICS

- Public, 4-year Carnegie Research Intensive University
- Located in the Gulf South
- Fall 2017 Undergraduate student population: 11,285
 - Full time: 10,652
 - Part time: 633
 - Transfer: 1799
 - Female: 7146
 - Male: 4139

Ethnicity

- White 6865
- Non-white 4105
 - Black 3214
 - Multiracial 321
 - Hispanic 372

MAIN CHARACTERISTICS OF I-GEN STUDENTS

- They are 21 years or younger, born after 1995.
- They have never known a world without internet or cellphones.
- They are tech savvy and in constant contact with people using social media and text messaging.
- They want technology that is easy to use and will solve their problems and plan activities.
- They find answers to questions with Google and YouTube, but lack the critical thinking skills to evaluate sources.
- They have a low tolerance for non-digital resources.
- They do not physically visit libraries or know how to find books; they are not avid print readers.
- They don't use wristwatches because they prefer to check their smartphone.
- Instead of reading an article or text they want to watch a video that summarizes information for them.
- They access news electronically, not in print.
- They do not use email. They prefer text and instant messages.

(adapted from Darla Rothman “A tsunami of learners called generation Z”)

CHARACTERISTICS CONT.

- They have grown up amid economic decline in world markets.
- As the “9/11 generation” they have experienced war, ongoing terrorist attacks around the world, and school violence.
- They avoid debt.
- They are pragmatic; they want their college degree to count.
- They want to improve the world and their communities.
- They are more tolerant of ethnic diversity and gender fluidity.
- They are more anxious and depressed.

(Levit, 2015; Anatole, 2013, Higa 2016, Twenge 2017)

THESE ISSUES TRANSLATE TO THE CLASSROOM AS...

Dependence on/preference for social media

- Shortened attention span
- Easily distracted
- Easily bored

Overcommitment: working full or part-time to pay for car, gas, and phone

- Often unprepared for class
- Studies are not top priority
- Give up easily or drop out

THESE ISSUES TRANSLATE TO THE CLASSROOM AS...

Less maturity, less self-reliance, and more demands for special treatment

Do not share teacher expectations of professional behavior; may appear disrespectful or insensitive to the needs of others

- More learning and physical disabilities
- Difficulty with critical thinking or evaluation of options
- May take short cuts or plagiarize
- Interrupt class frequently
- May challenge teacher in front of class
- May not take responsibility for their actions or performance

WHAT THEY LIKE

- Visual feedback and information
- Instant results and constant feedback
- Maximum efficiency. They are not afraid to experiment, try new things and explore, but it has to be worth their time
- Fast delivery of content, data, and graphics
- Brief videos, photos, internet research, games, and music
- Convenience and flexibility: the ability to get information anytime, anywhere
- Multi-tasking (though they do not realize that it impedes their ability to learn)
- Clear goals and challenges with rewards
- Learning in small, manageable “chunks” of information
- Experiential or Problem-solving orientation, as opposed to memorization
- Public profiles, posts, recognition, and social feedback for daily accomplishments

IDEAS FOR CLASSROOM MANAGEMENT

- Pocket Points
- Interactive Behavior Contract

POCKET POINTS

Safari File Edit View History Bookmarks Window Help Fri 2:59 PM

https://pocketpoints.com/how

Pocket Points Home How it Works Schools Merchants Jobs Contact

Home > How it Works

How it Works

Pocket Points is a new mobile application that gives students rewards for not using their phones during class. Simply open the app on campus, lock your phone, and start gaining points. Points are then used at local and online businesses for awesome student discounts, coupons, or gifts!

The image displays three smartphone screens illustrating the app's features:

- Screen 1:** Shows the app's main interface for 'CSU Chico', featuring a profile picture and a large '8' icon.
- Screen 2:** Shows the 'Near By' section, listing nearby merchants like 'Serranos/Kiwi Blast' and 'Denine's Cupcakes'.
- Screen 3:** Shows the 'GIFTS' section, listing rewards such as 'Free Drink and Chip With Pita Purchase' and 'Free Double Meat'.

Mac OS X dock icons: Safari, Spotlight, Launchpad, System Preferences, Photos, Calendar (MAR 23), Mail, Messages, App Store, iTunes, Microsoft Office (Word, PowerPoint), and other system utilities.

BEHAVIOR CONTRACT

Do you agree with the following in-class behaviors?

- **Textbook/Laptop 3 points**

- I will bring my textbook to class.
- I will open my *Motifs* e-book upon arriving to class.
- I will use my laptop for class activities only.

- **Phone 3 points**

- I will use the *Pocket Points* app and keep my phone in my bag or back pack.
- OR
- I may use a translation app in class after I have consulted my textbook, a peer or the teacher.
- I may use wordreference.com to look up vocabulary words after I have consulted my textbook, a peer or the teacher.
- I will not text in class.
- I will not engage in off-task behavior related to social media or internet use.
- If the Teacher sees that I have misused my phone three times, it will stay in my back pack or in my pocket or I will use *Pocket Points* for the rest of the semester.

- **Participation 4 points**

- I will actively participate when called on.
- I will offer assistance to my peers.
- I will actively participate in group work.
- I will come to class prepared having read the chapter lesson for the day.
- I will ask the teacher or a peer for help when I do not understand the instructions.
- I will do my best to use French with my peers and the teacher.
- I will not disrupt class by leaving in the middle of class activities.
- I will not disrupt class by leaving when the teacher is talking or presenting new material.
- I will not disrupt class by talking to classmates when the teacher is presenting new material or showing a PowerPoint.
- **My participation scores.** After each written exam give yourself a score based on the categories above. Turn in to the teacher at the end of the semester.
- Score _____/10 _____/10
_____ /10
-

CLASSROOM INNOVATION

Setting up an i-gen-friendly classroom:

- Use technology in a meaningful way to engage students and support learning outcomes
- Set up tasks to appeal to i-gen “better angels:” encourage creativity and discourage short-cuts (e.g. plagiarism, Google Translate)
- Organize learning into manageable “chunks” or modules with practical application and immediate feedback.



GOOGLE BLOGGER IN SPA 305: WRITING IN SPANISH

- Weekly, personalized, single paragraph posts supported by pictures on a student-friendly social media platform
- Chunked learning that is personally meaningful and relevant
- Technology used in ways that students already do in personal lives, but that supports pedagogical outcomes.
- Informal register, with NO grammar or style correction.
- Peer comments and feedback

Por qué creo que...

Creo que la animación de Japón(anime) es el mejor del mundo. En mi opinión, es a menudo más artística y más profunda de la animación de América. Esta atención al detalle puede ser debido a las diferencias culturales entre los países. En Japón, esta forma de arte es muy popular entre todas las edades. La audiencia deseado para cada pieza varía, igual que películas que vemos aquí. En ...

[Translate](#)

**"They say that the best blaze
burns brightest, when
circumstances are at their
worst."**

- "Howl's Moving Castle," 2004



Anna Alford: Me encanta anime tambien!



Add a comment...

+1

2



OTHER IDEAS: YOUTUBERS

Youtuber personalities: popular culture with a pedagogical purpose.

Billetes: Los útiles escolares de RebeO

ZACHARY & BETSY JONES



Credit: <http://zachary-jones.com/zambombazo/billetes-los-utiles-escolares-de-rebeo/>

OTHER IDEAS: MEMES

Miáucos: motivation, humor, creativity



HUMOR 07/02/2018

Miáucos: Bien vestido, bien recibido

Credit: <http://zachary-jones.com/zambombazo/tag/lolcats/>

CONCLUDING THOUGHTS

- Be explicit in outlining expectations
- Be intentional in use of media and technology
- Allow for student choices, input, and buy-in
- Consider adapting i-gen friendly media to meet your learning outcomes.

There doesn't have to be a generational disconnect!

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