

Engaging Millennial Students: A Live Focus Group
sweeney@njit.edu Richard Sweeney 973-596-3208

Canadian Learning Conference June 9, 2008:

Engaging Millennial Students: A Live Focus Group

Powerpoint (Revised 6/2/2008) available at:
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“They’re variously called the Internet Generation, Echo Boomers, the Boomlet, Nexters, Generation Y, the Nintendo Generation, the Digital Generation, and, in Canada, the Sunshine Generation. But several thousand of them sent suggestions about what they want to be called to Peter Jennings at abcnews.com, and “Millennials**” was the clear winner.”**

<http://www.generationsatwork.com/articles/millennials.htm> Claire Raines Associates Managing Millennials 2002

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Today's Agenda

1. What does the **research** say about the Millennials? No Millennials present.
2. I will conduct a **live focus group** interview of Millennials that I have never met and who do not know about my research.

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Generations	Birth Years	Ages in 2006
GI Generation	1901 - 1924	81 -
Silent Generation	1925 - 1945	61 - 80
Baby Boomers	1946 - 1964	42 - 60
Generation X	1965 - 1978*	28 - 42
Millennials	1979*- 1994	12 - 27

*Experts differ on end or beginning date of generation : 1974-1981

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MILLENNIAL PANELS

- over 50 Millennial panels
- 8 to 14 Millennials
- In California, Colorado, Connecticut, Florida, Kansas, Louisiana, Massachusetts, Minnesota, Missouri, Nebraska, Nevada, New Jersey, New Mexico, New York, Ohio, Pennsylvania, Rhode Island, Tennessee, Texas, Washington D.C, and Wisconsin.

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MILLENNIAL PANELS

- Today will be my first Millennial panel in Canada
- It will be very interesting to see if the Canucks are similar to their U.S. Counterparts.

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Today's main question:

Are Millennials different from prior generations *at the same age*?

Future question:

Will these differences become part of the Millennial lifelong culture?

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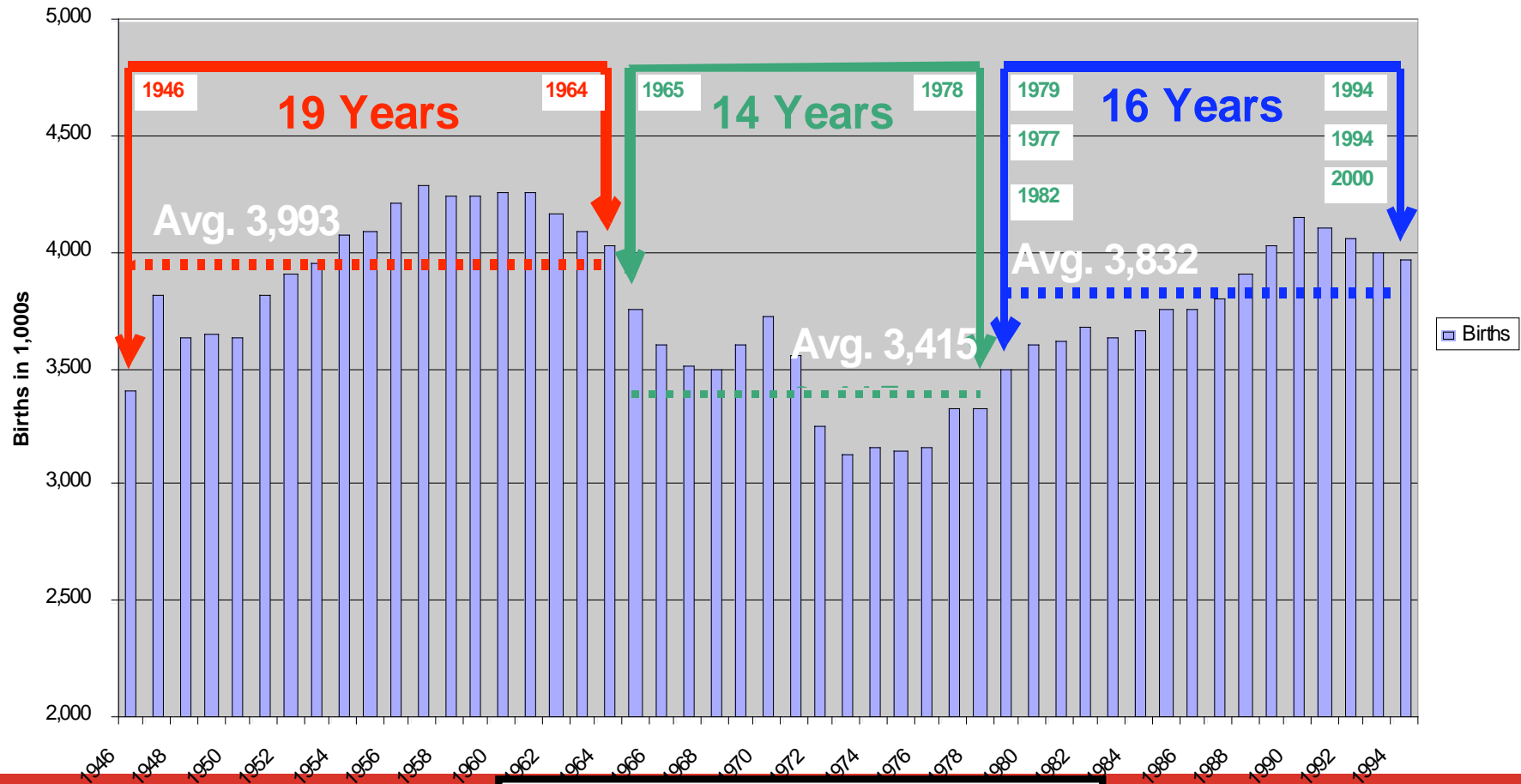
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U.S. Births in Thousands

Boomers

Generation X

Millennials



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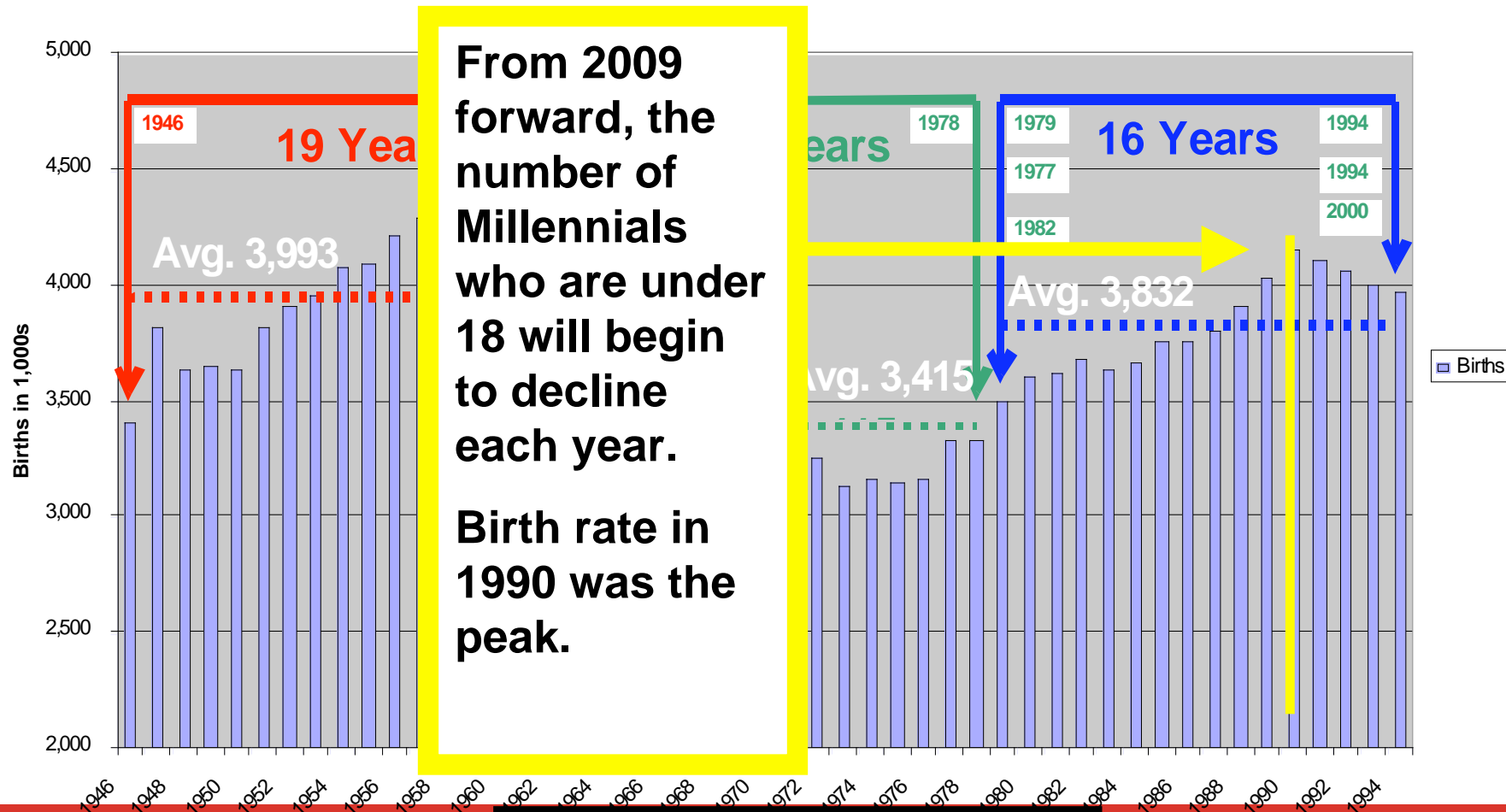
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U.S. Births in Thousands

Boomers

Generation X

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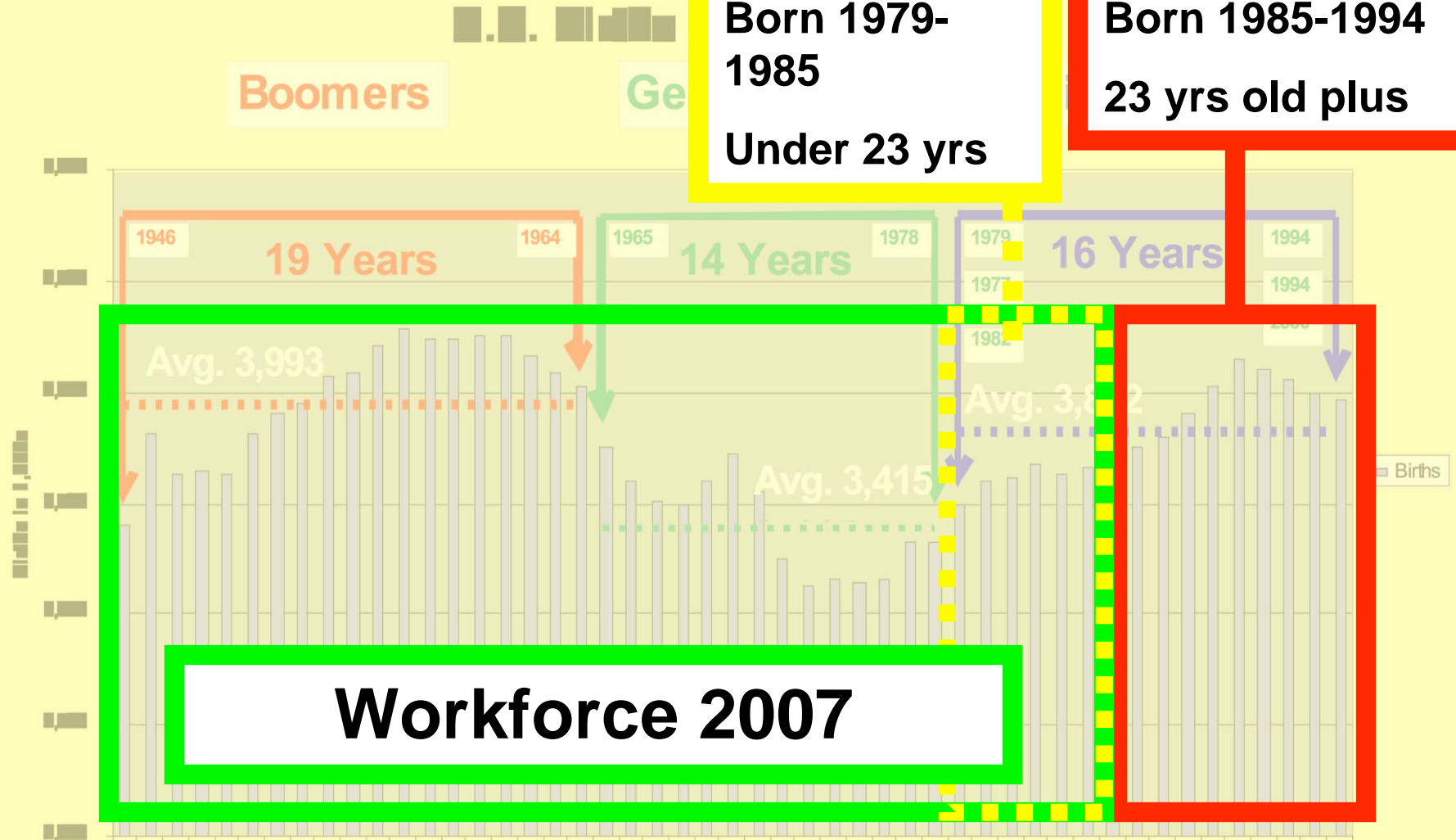
Millennials In Workforce

Born 1979-1985

Under 23 yrs

Millennials Not In Workforce

Born 1985-1994
23 yrs old plus



Boomers Retired

Born 1946-1951

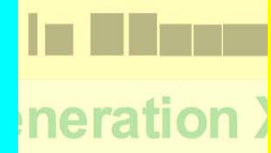
66 yrs & older

Boomers Still in Workforce

Born 1952-1964

65 yrs & younger

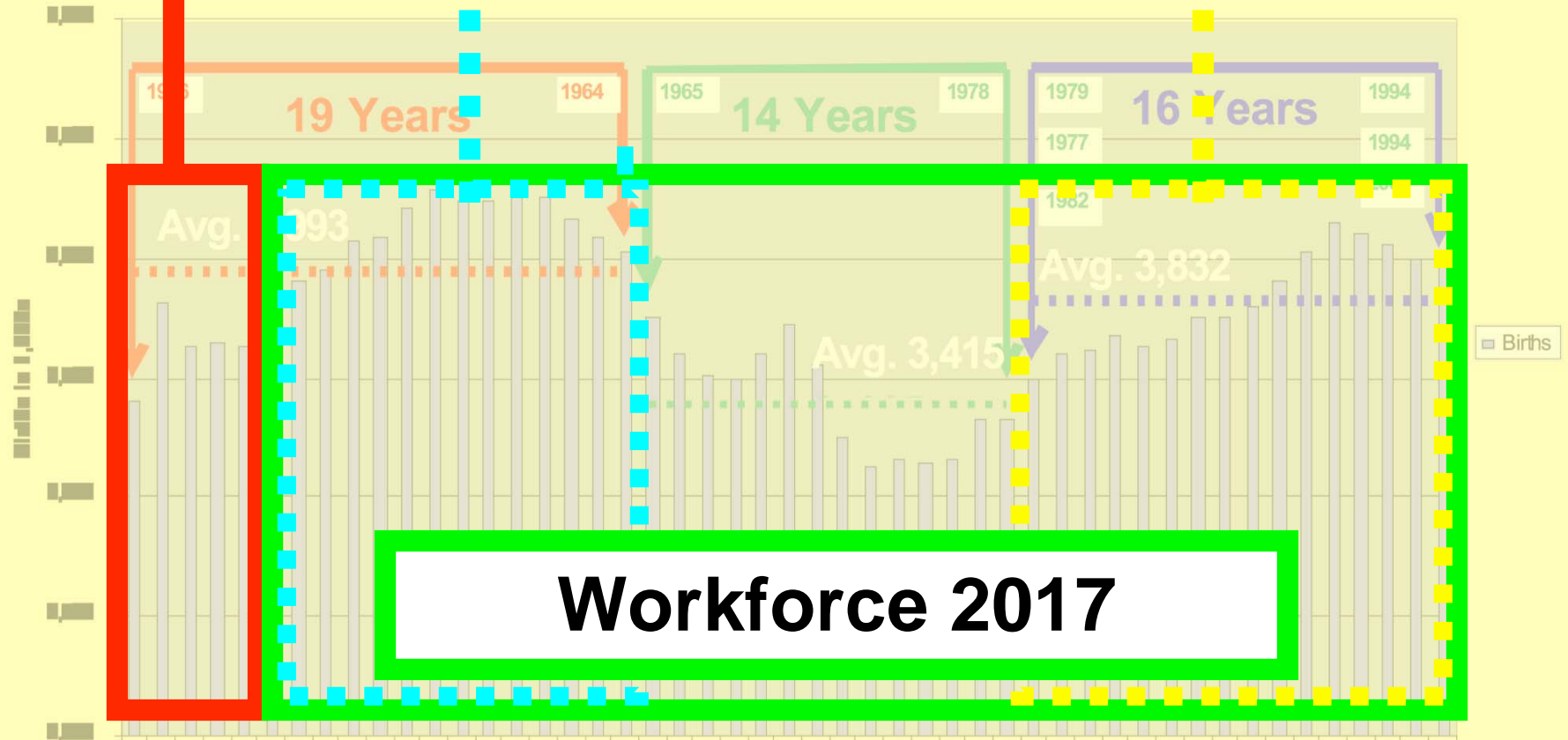
Boomers: A Large Generation



All Millennials in Workforce

Born 1980-1994

@ 23 yrs old



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More Choices - Selectivity	Digital Natives	More Friends	Huge Population
Personalization / Customization	Gamers	Respect Intelligence	Merit Systems
Collaborative / Social Networking	Practical / Achievement Oriented	Optimistic / Positive / Confident	Family Oriented / Largely Children of Divorce
Flexibility / Convenience	Nomadic	More Diverse / Inclusive	High Expectations (e.g. Incomes)
Read Less	Pull, not Push	Direct	Values
Experiential / Interactive Learners	Media Consumers	Patriotic / Civic Minded	Balanced Lives / Healthy Lifestyle
Impatient	Multitaskers	More Liberal	Social Involvement

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MILLENNIAL CHARACTERISTICS

For more information on how these Millennial behaviors, characteristics, and preferences were discovered from the research please see my website.

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“Using descriptors from the 16PF subscales, we found that Millennial students are more *warm and outgoing* (**Warmth**), more *abstract than concrete* (**Reasoning**), more *adaptive and mature* (**Emotional Stability**), more *dutiful* (**Rule Consciousness**), more *socially bold and adventuresome* (**Social Boldness**), more *sensitive and sentimental* (**Sensitivity**), more *self-doubting and worried* (**Apprehension**), more *open to change and experimenting* (**Openness to Change**), and more *organized and self disciplined* (**Perfectionism**) compared to Generation X medical students.”
p. 574

Nichole J Borges et al. “Comparing Millennial and Generation X Medical Students at One Medical School. Academic Medicine; 81.6 (2006): 571-576

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“Furthermore, we found Millennial medical students to be less *solitary and individualistic* (**Self Reliance**) than their Generation X counterparts.” 574

Note: this study looked at medical schools students:

Generation X	born 1965 - 1980
“Cuspars”	born 1975 – 1980 (Gen X Subset)
Millennials	born 1981 - 1989

Nichole J Borges et al. “Comparing Millennial and Generation X Medical Students at One Medical School. Academic Medicine; 81.6 (2006): 571-576

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“We have no patience. The Gen Y consumer is brand-and–store loyal”, she said, “but the store must provide **choices and have them in stock, or they will go elsewhere.”**

Lillo, Andrea. “Young consumers tell it 'straight' “ Home Textiles Today; High Point; May 27, 23.38 (2002): 6

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“Trouble is, the world is full of too many **choices** [even the cereal aisle can "turn into a painful decision process"].... And as Healy describes, they also have a lot more **choices**. This generation has the luxury of living with their parents until they get on their feet, can start their own company, and can take time to travel, notes Penelope Trunk, columnist, blogger, and author of *Brazen Careerist* [Warner Business Books, 2007].” p. 6

McCormack, Karyn. “Careers: The Goods on Generation Y”.
[Business Week Online](#), 25 June 2007: 6

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What level of selectivity is provided universities, colleges and graduate schools?

What choices do students have in their professors or in the manner in which they are taught?

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What level of selectivity is provided by libraries compared to other alternatives?

What choices do users have in the titles of publications offered by libraries?

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Can publishers allow their libraries and ultimate end customers to create their own personal journal bundles?

Will open journals provide increased selectivity for end users?

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“*Millennials* aren't interested in the financial success that drove the boomers or the independence that has marked the gen-Xers, but in careers that are *personalized*.”

Sacks, Danielle. “SCENES from the culture clash”. Fast Company, 102 (2006) 72-77

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“Millions of *millennials* are logging onto social networks like imeem and iLike, which allow visitors to discover new music and recommend it to their friends. Millions more are flocking to online radio stations such as Pandora Radio, where you can create your own *personalized* stations.”

Burrows, Peter. “Stars Are Aligning for Subscription Music”.
Business Week; 12/17/2007 Issue 4063, p066-067, 2p, 2c

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“Research shows that **customized** and **personalized** rings are hugely popular among **Millennials.**”

Heebner, Jennifer . “*Millennials Get Married*”. JCK; Jan2005, Vol. 176
Issue 1, p70-73, 4p

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How can universities personalize the manner in which each student learns as in private tutoring?

Can we personalize the learning experience in a way that better engages and speeds learning?

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“Because of their **collaborative** upbringing, law students of the Millennial generation thrive on interactive lessons.” p. 12

“Is Your Firm Ready to Make Learning High-Tech & Fun?”
Compensation & Benefits for Law Offices; Aug2007, Vol. 7 Issue 8, p1-15, 5p

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“Lyons believes that there is an increasing need for a ***collaborative*** business model which focuses on geographically dispersed teams. She feels that Generation Yer's fondness of ***collaborative*** environments will increase productivity in companies who embrace these environments.”

p. 4

Lyons, Martha. “Career Watch”. Computerworld; 1/22/2007, Vol. 41 Issue 4, p39-39, 3/4p

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“First, it's where Gen Y is, and the overwhelming feedback from RBC research last year was "they said you have to be where we are, which is online." Second, Facebook provides a mechanism for youngsters to circulate Royal Bank information to their group.

Social networking is the key distinction between Gen Y and other generations, including the relatively techie Gen X, says Barkwell.”

O'Sullivan, Orla. “Getting real with Gen Wired”. ABA Banking Journal, Nov2007, Vol. 99 Issue 11, p48-50,

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“Along with differences in attitudes, millennials exhibit distinct learning styles. For example, their learning preferences tend toward teamwork, **experiential** activities, structure and the use of technology. Their strengths include **multitasking**, **goal orientation**, positive attitudes, and a **collaborative** style.”

Oblinger, Diana. “Understanding the New Student.” Educause Review, 38.3 (2003): 36-42.

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“Today Millennials demonstrate a renewed sense of interest in contributing to the collective good and are volunteering for community service and joining organizations in record numbers. Described as sociable, confident, optimistic, talented, well-educated, **collaborative**, open-minded, and achievement-oriented, members of the Millennial *Generation* are being welcomed into the workplace as shortages exist in numerous settings (Raines, 2003). ”

Oblinger, Diana. “Understanding the New Student.” Educause Review, 38.3 (2003): 36-42.

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Can user groups (social networks; peer-to-peer) learn faster than individuals?

Can two or more learners, independent of the classroom learn both faster and with better retention and understanding?

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“Gens X and Y insist on the time to enjoy life and care for their families, and they demand the balance and flexibility to do so.”

Molas, Sandra A. “*Flexibility* becoming the Norm in the Workplace: Is Your Firm Stretching to Meet the Demand?”. Pennsylvania CPA Journal; Fall 2006, Vol. 77 Issue 3, p28-30, 3p

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“They want a great deal of **flexibility** without commitment. They like to switch.” p. 12

Cameron, Alan. “Maxing with the Millennials” GPS World; December 2007, Vol. 18 Issue 12, p10-12



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Flexibility / Convenience

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“50% say having **flexibility in planning a career around major life events is the most important element for achieving a good balance between a career and personal life.”**

p. 4

Ernst and Young, Canada. “Sixty-five Per Cent of College Students Think They Will Become Millionaires.” 2001. Press Information Worldwide. 3/14/05. <http://www.pressi.com/us/release/35870.html>

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“When you look at the generation coming up now, I think the thing that generation will value more than anything is **flexibility,” Friedman said.
“People want to have a more balanced life.”**

p.15

Rulison, Larry. “Gen Y in search of flexibility”. Philadelphia Business Journal. 22.31 Sep 19, (2003). 15

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**How convenient are
class schedules?**

**Why can't a class move
at the pace of the
student rather than vice
versa?**

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“In short, the future of the U.S. News industry is seriously threatened by the seemingly irrevocable move by young people away from traditional sources of news.”

Merril Brown, “Abandoning the News.” Carnegie Reporter 3.2 (Spring 2005)

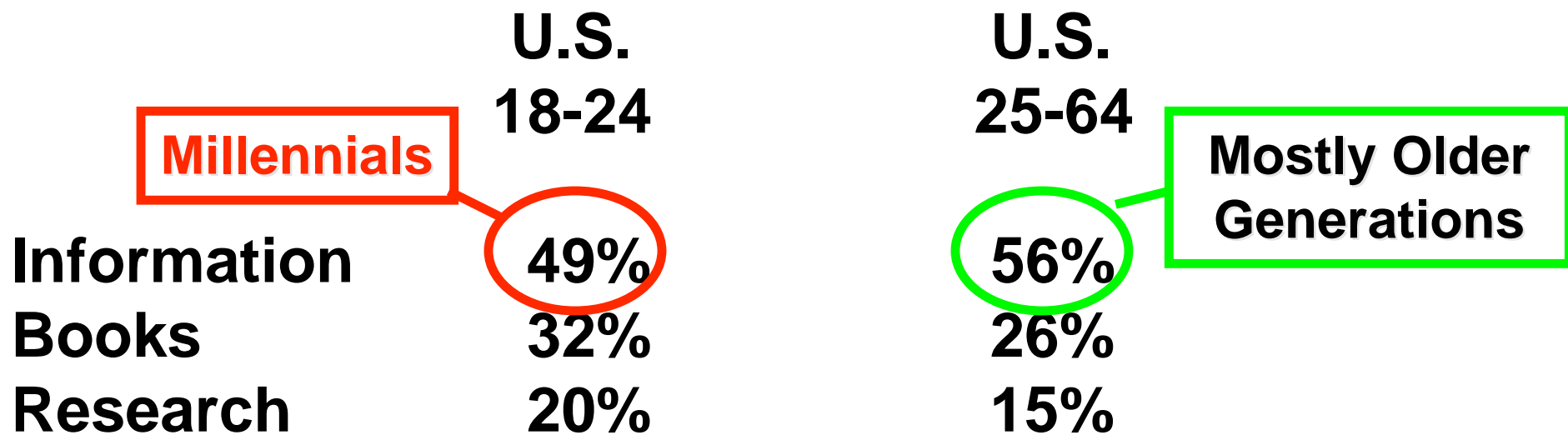
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“Main Purposes of the Library – By Age of U.S. Respondent



De Rosa, Cathy et. al. Perceptions Of Libraries and Information Resources; A report to the OCLC membership. Dublin, OH OCLC Online Computer Library Center, Inc. 2005

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“Over the past 20 years, young adults (18-34) have declined from being those most likely to read literature to those least likely (with the exception of those 65 and older. The rate of decline for the youngest adults, aged 18 to 24 was 55 percent greater than the total adult population.”

Hill, Kelly. “Reading at Risk; A Survey of Literary Reading in America”
National Endowment for the Arts Research Division Report, 46 (June 2004)

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Why can't we use audio and visuals to enhance the reading experience?

Reading is intrinsically embedded in writing. Why can't writing be a required and assessed component of almost every course?

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“Time, location, and **interaction** are the critical components of mobile usage for millennials.” p. 10

Cameron, Alan. “Maxing with the Millennials” GPS World; December 2007, Vol. 18 Issue 12, p10-12

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“We are a generation of learners by **exploration**. My first Web site, for example, was constructed before I had any concept of HTML or Java. I simply **experimented** with the commands until the pieces fit together.”

Note: this article published by a Millennial

Windam, Carrie “Father Google and Mother IM: Confessions of a Net Gen Learner”. EDUCAUSE Review, 40.5 (2005): 42–59.

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“Even if the lecturer is charismatic, holding the attention of several hundred students for an entire **lecture of fifty minutes or longer **is impossible.**”**

p.15

Foreman, Joel. “Next-Generation Educational Technology Versus the Lecture.” Educause Review. 38.4 (2003) 12-22

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“The average college class has minimal interaction; estimates are that students ask 0.1 question per hour and that faculty ask 0.3. By contrast, students in tutored sessions ask 20-30 questions, and tutors ask more than 100. In computer based instruction, the number of questions posed to students per hour ranges from 160 to 800.” p. 70 Diana Oblinger VP, Educause

Diana G. Oblinger, “Learners, Learning and Technology”, Educause Review 40.5 September/October 2005 66-75

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“The ideal learning situation:

1...customized to the very specific needs of the individual.

2...provides students with immediate feedback.

3...is constructive ..to explore learning environments (preferably multi sensorial)...

4...motivates students to persist far in excess of any externally imposed requirements.

5...builds enduring conceptual structures.” p.14

Foreman, Joel. “Next-Generation Educational Technology Versus the Lecture.” Educause Review. 38.4 (2003) 12-22

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Why can't lectures be minimized and available from YouTube or iTunes?

Why can't learning in the classroom be highly interactive and engaging?

Why can't classroom mentoring begin to approach tutoring?

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“For these new 20-something workers, the line between work and home doesn't really exist. They just want to spend their *time* in meaningful and useful ways, no matter where they are.” p57

Trunk, Penelope. “What Gen Y Really Wants.” Time South Pacific (Australia/New Zealand edition); 7/16/2007 Issue 27, p57-57, 1p

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“**Busy** Around the Clock

“Millennial teens may be America’s busiest people.

Long gone are the days of Boomer kids being shooed outside to invent their own games – or of GenXer Kids being left “home alone” with a “self-care” guide.” p. 45

Howe, Neil and William Strauss. Millennials Go To College. Washington, DC: American Association of Collegiate Registrars, 2003.

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“ ‘Nothing infuriates us more than **busywork**,’ says 24-year-old Katie Day, an assistant editor at Berkley Publishing, a division of Penguin Group USA. Fearlessness ? "I don't have time to be intimidated," says Anna Stassen, a 26-year-old copywriter at the advertising agency Fallon Worldwide who treats her bosses like ‘the guys’.”

Sacks, Danielle. “SCENES from the culture clash”. Fast Company, 102 (2006) 72-77

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“We want everything to be **easy, and we want it now,” said Katie Smith, a student at the University of Florida. “We have **no patience**.”**

p.6

Lillo, Andrea. “Young consumers tell it 'straight' “ Home Textiles Today; High Point; May 27, 23.38 (2002): 6

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How much time does the teacher save the student in learning?

How much better prepared is that student to immediately use that new knowledge?

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“Technology is a huge force in shaping the way Millennials consume as well as "commune" with media.” p. 11

Mumford, David E. “Make a Connection With Tech-Savvy Millennials”. Television Week; 11/13/2006, Vol. 25 Issue 43, p11-11

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“And we will never understand or use the technology in precisely the same way as the Natives do.”

This distinction is critical in education, because we are currently in a time where all our students are **DIGITAL NATIVES, yet the bulk of our educators, teachers, administrators and curriculum developers are Digital Immigrants.” p. 3**

Prensky, Marc. “Use Their Tools! Speak Their Language!” Marc Prensky. March 2004. http://www.marcprensky.com/writing/Prensky-Use_Their_Tools_Speak_Their_Language.pdf

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“Gen Y was socialized in a digital world. It is more than technically literate; it is continually wired, plugged in, and connected to digitally streaming information, entertainment, and contracts.” p. 6

Eisner, Susan P. “Managing Generation Y”. SAM Advanced Management Journal Autumn 2005 70:4 p4-15

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“While most respondents are enthusiastic IT users and use it to support many aspects of their academic lives, most prefer only a ‘moderate’ amount of IT in their courses (59.3 percent)”. p. 13

Salaway, Gail et al. ECAR Study of Undergraduate Students and Information Technology, 2007 Boulder, Colorado: EDUCAUSE Center for Applied Research, 2007 (www.educause.edu/ecar)



Digital Natives

THE EDGE IN KNOWLEDGE

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“Within the instant messaging Gen Y (18-27 years) age group, 46% report **using IM more frequently than email.”**

p. iii

Shiu, Eulynn and Amanda Lenhart. “How Americans use instant messaging”. Pew Internet and American Life Project 9/1/2004
http://www.pewinternet.org/PPF/r/133/report_display.asp

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“35% or the largest portion of those who IM for about an hour are Gen Y-ers. In contrast, the greatest percentage of instant messengers who IM for less than 15 minutes consist of Trailing Boomers (26%).” p.iii

Shiu, Eulynn and Amanda Lenhart. “How Americans use instant messaging”. Pew Internet and American Life Project 9/1/2004
http://www.pewinternet.org/PPF/r/133/report_display.asp

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“Again this year, they overwhelming (85.1 percent) favor e-mail for official college and university communications”. p. 12-13`

Salaway, Gail et al. ECAR Study of Undergraduate Students and Information Technology, 2007 Boulder, Colorado: EDUCAUSE Center for Applied Research, 2007 (www.educause.edu/ecar)



New Jersey's Science & Technology University

Digital Natives

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More Choices - Selectivity	Digital Natives
Personalization / Customization	Gamers
Collaborative / Social Networking	Practical / Achievement Oriented
Flexibility / Convenience	Nomadic
Read Less	Pull, not Push
Experiential / Interactive	Media Consumers
Impatient	Multitaskers

Why haven't educators learned that students like well-created and engaging technology in their learning? Why are we still using PowerPoints?

Why haven't educators linked their student learning into social networking word-of-mouth websites?

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**“ ‘The most important things to remember are: multi-player, creative, challenging, and competitive.’
-a high school student” p. 1**

**Prensky, Marc. “Use Their Tools! Speak Their Language!” Marc Prensky. March 2004.
http://www.marcprensky.com/writing/Prensky-Use_Their_Tools_Speak_Their_Language.pdf**

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“So we now have a generation of students that is better at taking in information and making decisions quickly, better at multitasking and parallel processing; a generation that thinks graphically rather than textually, assumes connectivity, and is accustomed to seeing the world through a lens of **games and play.”**

p. 3

Prensky, Marc. “Use Their Tools! Speak Their Language!” Marc Prensky. March 2004. http://www.marcprensky.com/writing/Prensky-Use_Their_Tools_Speak_Their_Language.pdf

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“The real question is: Does the behavior of this new group [gamers] change the world in any way that really matters?

If you’re in business today, the answer is clearly yes.” p. 1

Beck, John C., and Mitchell Wade. Got Game: How the Gamer Generation is Reshaping Business Forever. Boston: Harvard Business School Press, 2004.

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“How hard this new cohort works, how they try to compete, how they fit into teams. How they take risks – all are different in statistically verifiable ways. And those differences are driven by one central factor: growing up with video games.”

p. 2

Beck, John C., and Mitchell Wade. Got Game: How the Gamer Generation is Reshaping Business Forever. Boston: Harvard Business School Press, 2004.

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“The important thing for business professionals to know about games isn’t whether someone plays them now, but whether he or she *grew up playing them.*”

p. 25

Beck, John C., and Mitchell Wade. Got Game: How the Gamer Generation is Reshaping Business Forever. Boston: Harvard Business School Press, 2004.

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“So we now have a generation of students that is better at taking in information and making decisions quickly, better at **MULTITASKING** and **PARALLEL PROCESSING**; a generation that **THINKS GRAPHICALLY** rather than textually, assumes connectivity, and is accustomed to seeing the world through a lens of games and play.”

p. 3

Prensky, Marc. “Use Their Tools! Speak Their Language!” Marc Prensky. March 2004. http://www.marcprensky.com/writing/Prensky-Use_Their_Tools_Speak_Their_Language.pdf

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Why doesn't classroom learning have the same degree of engagement as gaming? That is, why doesn't the experience have the look and feel of games: interactive, intuitive, colorful, multimedia, more life-like, collaborative, intelligent, and fun?

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“In teams, Nexters can be very effective, but they want a strong leader for guidance and **well defined goals, she says.”**
[Loyalty Factor President Dianne Durkin]
p.18

**Marshall, Jeffrey. “Managing Different Generations at Work”.
Financial Executive. July/Aug 2004
20:5 1p.**

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“Gen Y employees are **goal-oriented and have high expectations of themselves. They’re high-performers, competitive, and seek tasks with tight deadlines that reward and acknowledge their efforts. They take ownership of their work, value individualized goal setting, and seek new skills.”**

p. 1

**Understand Gen Y Employees”. Credit Union Magazine; April 2006
72:6 p.70**

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Why don't colleges and universities improve the learning process and better engage students?

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“Time, location, and interaction are the critical components of **mobile usage for millennials.” p. 10**

Cameron, Alan. “Maxing with the Millennials” GPS World; December 2007, Vol. 18 Issue 12, p10-12

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Why can't students learn anytime, anywhere on any device?

Why don't colleges and universities hire superb teaching faculty who may be more distant and let them teach remotely?

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“...selling effectively to our *New Millennial* prospect requires that you become a non-stressful provider of information, because *New Millennials* are over-stressed and over-scheduled. You'll need to highlight peer-to-peer testimonials, because *New Millennials* seek that approval.” p. 9

Stein, Dave. “Selling Across Generation Gaps”. Sales & Marketing Management; Oct 2007, Vol. 159 Issue 8. p9-9.

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“Word-of-mouth is a strong motivator with *Millennials*. According to the survey, **word-of-mouth is the most common reason for *Millennials* to visit a Web site. A television ad was the second-most-common reason. ”**

***Millennials* claim to tell 17.7 people about things of interest to them. In the survey, the average respondent replied at a rate of 9.7, meaning *Millennials* spread word-of-mouth to 82 percent more people than the average respondent. p. 68**

Dominiak, Mark. “*'Millennials' Defying the Old Models. Find More Like This*”. Television Week; 5/7/2007, Vol. 26 Issue 19, p68-68, 1p, 1c

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Why don't faculty let students and former students create and share their own learning objects?

Why don't universities and colleges encourage and facilitate students teaching each other?

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“Millennials, however, do not view the online space in any way, shape or form as a conventional *media* channel.

...Millennials, therefore, invest 50 percent more time with user-generated content than the average user. ” p. 68

Dominiak, Mark. “*Millennials' Defying the Old Models. Find More Like This*”. Television Week; 5/7/2007, Vol. 26 Issue 19, p68-68, 1p, 1c

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“.. A recent Kaiser Family Foundation report, "Generation M: Media in the Lives of 8- to 18-Year-Olds," found that **students who use media the most also spend more time with family, friends, and other activities. That may explain the need to do many things at once.**” p. 33

McHale, Tom. “Portrait of a Digital Native” Technology & Learning, 26.2 (2005) 33-34

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“Because they are all about **media**, and boy, do they **consume** it. They use media differently than you or I, to paraphrase F. Scott Fitzgerald. They consume content **in their own way**.” p. 10

Cameron, Alan. “Maxing with the Millennials” GPS World; December 2007, Vol. 18 Issue 12, p10-12

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“Media influences: Baby Boomers rely on traditional media such as

television

(50 percent boomers, 27 percent Generation Y)

and newspapers (19 percent versus 6 percent),

while Generation Y business owners rely on the Internet for news (31 percent versus 9 percent of Boomers).” p. 15

“Boomers vs. Gen Y”. Community Banker; Sep2007, Vol. 16 Issue 9, p15



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Media Consumers

KNOWLEDGE

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Why don't colleges and universities create full motion, colorful, easily understandable interactive virtual learning environments? Why can't students learn in simulated virtual environments?



Lawrence of Arabia



The Great Escape



Best War Movies



Apocalypse Now



Schindler's List



The Terminal



Catch Me If You Can



Dir: Steven Spielberg



Minority Report



Artificial Intelligence



The Terminal



Actor: Tom Hanks



Actor: Tom Hanks



Actor: Tom Hanks



Actor: Tom Hanks

The favorite online Millennial environment, is virtual, interactive, multimedia, full motion, personalized, customized, and socially networked.

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Impatient	Multitaskers

“In a phrase, they are the multiplexed generation or Generation MUX... The members of Generation MUX have adapted to that digital flow. **They multitask better than their predecessors did.”**

p. 42

Harney, Ken. “Generation MUX”
Where will we find tomorrow’s best
IT workers? . InfoWorld. 7/18/2005,
Vol. 27 Issue 29, p42-42

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“IM-ers are **multi-taskers**.

32% of IM users say they do other things on their computer such as browsing the web or playing games **virtually every time they are instant messaging** and another 29% are doing something else some of the time they are IM-ing. p. iv

Shiu, Eulynn and Amanda Lenhart. “How Americans use instant messaging”. Pew Internet and American Life Project 9/1/2004
http://www.pewinternet.org/PPF/r/133/report_display.asp

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"It's the way we've all come to be raised," says Fear, a senior at Hunterdon Central Regional High School in Flemington, New Jersey. She is a member of the National Honor Society, student leader of the local Amnesty International chapter, and president of the school's International Thespian Society. "There's a lot of work we're expected to do. **You have to multitask to get everything done."**

McHale, Tom. "Portrait of a Digital Native" Technology & Learning, 26.2 (2005) 33-34

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Why can't learning be designed for multitasking learners? Why can't learning management systems help you learn all of your courses, not just in serial but in synergistic exploratory paths that is more fun and less boring?

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“The great thinkers have decreed that we are now **incapable of concentrating** for a sustained period of time. We are suffering from what is known in philosophical circles as the channel-hopping, YouTube-trucking, Google-gorging, MySpace-sniffing, post-millennial, post-post-modern condition.”

Hattenstone, Simon. “Quick-fix culture is no way to get a proper contest.” The Guardian (London) - Final Edition, October 25, 2006 Wednesday, GUARDIAN SPORT PAGES; Pg. 12,

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More Choices - Selectivity	Digital Natives	More Friends	Huge Population
Personalization / Customization	Gamers	Respect Intelligence	Merit Systems
Collaborative / Social Networking	Practical / Achievement Oriented	Optimistic / Positive / Confident	Family Oriented / Largely Children of Divorce
Flexibility / Convenience	Nomadic	More Diverse / Inclusive	High Expectations (e.g. Incomes)
Read Less	Pull, not Push	Direct	Values
Experiential / Interactive Learners	Media Consumers	Patriotic / Civic Minded	Balanced Lives / Healthy Lifestyle
Impatient	Multitaskers	More Liberal	Social Involvement

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Millennials have more close friends and they communicate more frequently with these friends. Indeed, their networked environment requires them to communicate with more friends.

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More Liberal	Social Involvement

“..believe “it’s cool to be smart”.

Oblinger, Diana. “Understanding the New Student.” Educause Review, 38.3 (2003): 36-42.

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More Liberal	Social Involvement

“Overall, Millennials appear **less prickly and pessimistic** than their predecessors, the Gen Xers, a group that numbers about 59 million and was born from 1965 to 1982.

Nichole J Borges et al.
“Comparing Millennial and Generation X Medical Students at One Medical School. Academic Medicine; 81.6 (2006): 571-576

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“About **a fifth** of these echo boom children are the **offspring of immigrants** who arrived in the U.S. during the 1980s and who often had relatively large families. The ethnic profile created by these immigrant children is far different from the white and black 1950s and 1960s.”

p. 4

Williamson, Christopher. The war of the ages; Planning 68.7 (2002): 4-9

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Social Boldness

“And the Millennials feel perfectly comfortable talking back to their superiors.” p. 114

Burnett, Linda. “welcome millennials”. Contract, May2006, 48.5, p114-114

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“Millennials want meaning. They've been called the next "greatest generation“ because they are **civic and cause minded**: 59 percent of them volunteer three and a half hours a week: 83 percent of incoming college freshmen volunteered in the past year; and 61 percent feel personally responsible for making the world better.”

Butterfield, Bruce; Fox, Susan. “Preparing for the Millennial Tsunami”. Associations Now, May2007, 3.6: p11

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“This time [2004], young voters were the only group that favored Democrat Kerry. The AP's exit polls found that under-30s **avored Kerry over Bush, 55%** to 44%, compared to a 48-46 edge for Al Gore in 2000.”

http://www.usatoday.com/news/politicselections/2004-11-08-under30_x.htm

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“Some **30%** of freshmen **say they're liberals**, compared with 21% in 1981. Popularity of the "liberal" label has increased for five consecutive years, Sax says. About 49% now are "middle-of-the-road" and 21% "conservative" or "far right.”

Elias, Marilyn. “Boomer echo: College freshmen look liberal” USA TODAY January 28, 2002, Monday, FINAL EDITION

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Number of children under 18:

1966 69.9 million

1976 65.1 million

1986 62.8 million

1998 71.4 million

p. 22

Baker, Debra. "Move Over Baby Boomers." ABA Journal, 85 (1999): 22

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“They believe passionately that **merit** rather than length of service should drive promotion, progression and the acquisition of responsibility. They argue their baby boomer **managers should acknowledge their demonstration of competence** more fulsomely.” p.17

Hutton, Will. “Wear Kid Gloves When Tackling Generation Y.” *Personnel Today* (2003): 17.

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“identify with parent’s values and feel **close to their parents**”;

Oblinger, Diana. “Understanding the New Student.” Educause Review, 38.3 (2003): 36-42.

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More Liberal	Social Involvement

“74% of the students expect to be better off than their parents in terms of income and quality of life over their lifetime.”

Ernst and Young, Canada. **“Sixty-five Per Cent of College Students Think They Will Become Millionaires.”** 2001. Press Information Worldwide. 3/14/05. <http://www.pressi.com/us/release/35870.html>

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More Liberal	Social Involvement

“The Millennial Generation, who turned 18 around the year 2000, show the smallest gap with the values of older generations than any teens have shown since the history of polling.” p.B8

Kleinfeld, Judith. “Millennials: our next great generation,” Anchorage Daily News (Alaska), January 30, 2004 Friday, FINAL EDITION, ALASKA; Pg. B8, 712 words,

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“According to research by Drake International on Gen Y, remuneration isn’t the only important consideration they weigh up when accepting a job. The key features that attract Gen Y are listed as professional growth, **work-life balance**, variety, social interaction, responsibility, and input, reward and recognition.” p.24

Twyford, Tee. “Generation Why?”. NZ Marketing Magazine October, 2007 26.19: p23-25

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More Liberal	Social Involvement

81% have volunteered in the last year.

“Nearly nine out of ten Millennials surveyed, ages 13 – 25, stated that they are likely or very likely to switch from one brand to another (price and quality being equal) if the second brand is associated with a good cause.”

“Cone 2006 Millennial CAUSE Study” www.causemarketingforum/page.asp?ID=473

Engaging Millennial Students: A Live Focus Group

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Teaching-Centered

Deliver instruction

Transfer of knowledge from teacher to student

Active faculty

One teaching style

Curriculum development

Quantity and quality of resources

Learning-Centered

Produce learning

Discovery and construction of knowledge

Active students

Multiple learning styles

Learning technologies development

Quantity and quality of outcomes

Robert B. Barr and John Tagg, "From Teaching to Learning: A New Paradigm for Undergraduate Education," *Change*, vol. 27, no. 6 (November/December 1995): 12–25

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Teaching-Centered

Quality of faculty

Time held constant; learning varies

Learning is linear and cumulative

Promote recall

Faculty are lecturers

Learning is competitive and individualistic

Learning-Centered

Quality of students

Learning held constant; time varies

Learning is a nesting and interacting of frameworks

Promote understanding

Faculty are designers of learning environments

Learning is cooperative and collaborative

Robert B. Barr and John Tagg, "From Teaching to Learning: A New Paradigm for Undergraduate Education," *Change*, vol. 27, no. 6 (November/December 1995): 12–25

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Learning Strategies for Millennials:

1. Increase teacher – student interaction; feedback
2. Engage students (motivation; involvement)
3. Accelerate student learning
4. Increase experiential learning (gaming; simulations, role playing)
5. Increase learning options
6. Increase peer-to-peer (collaboration) learning
7. Offer more “pull” web based learning options
8. Offer more interactive multimedia learning.

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“Two proven innovation strategies are the common-course redesign strategy and the flex program and service redesign strategy. These strategies use IT innovatively to improve accountability-that is, to improve and account for institutional performance-whenever measurably improved academic results and reduced unit costs are simultaneous goals.” p. 79

Graves, William. “Improving Institutional Performance through IT-Enabled Innovation”. EDUCAUSE Review Nov/Dec 2005: 79-98

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“With a few important [IT] exceptions, these investments did not directly seek to reduce long-term unit costs and/or dampen spiraling tuition increases and, not surprisingly, did not do so whether or not they used technology to enable innovation. As a result, **these “innovations” did not increase productivity** but instead either added to long-term operating expenditures or proved unsustainable after the loss of special funding. p. 84

Graves, William. “Improving Institutional Performance through IT-Enabled Innovation”. EDUCAUSE Review Nov/Dec 2005: 79-98

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“ Bankers don’t market “distance banking” or label customers as ‘traditional’ of ‘nontraditional’. They realize that different customers have different needs and preferences for obtaining services. Banks also know that time-shifted online self-service can reduce costs while increasing customer satisfaction, which is why they frequently offer incentives for self-service.”

p. 86

Graves, William. “Improving Institutional Performance through IT-Enabled Innovation”. EDUCAUSE Review Nov/Dec 2005: 79-98

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“To one degree or another, all thirty projects share the following six characteristics:

- 1. Whole course redesign**
- 2. Active learning (learner centered)**
- 3. Computer-based learning resources**
- 4. Master learning (scheduled milestones for completion)**
- 5. On-demand help**
- 6. Alternative staffing (sometimes grad and undergrads)”** p. 30

Twigg, Carol A. “Improving Learning and Reducing Costs: New Models for Online Learning”. EDUCAUSE Review Sep/Oct 2003: 28-38

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“At UMass, attendance in the traditional format averaged 67 percent; in the redesigned course, attendance averaged 90 percent, which correlated significantly to performance on exams.

In addition exams no longer emphasize recall of factual material or definitions of terms; 67 percent of the questions now require reasoning or problem-solving skills, compared with 21 percent previously” p. 32

Twigg, Carol A. “Improving Learning and Reducing Costs: New Models for Online Learning”. EDUCAUSE Review Sep/Oct 2003: 28-38

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“Preliminary results show that all thirty institutions reduced costs by about 40 percent on average, with a range of 20 to 84 percent.”

p. 86

Twigg, Carol A. “Improving Learning and Reducing Costs: New Models for Online Learning”. EDUCAUSE Review Sep/Oct 2003: 28-38



New Jersey's Science & Technology University

Engagement, Assessment & Productivity

THE EDGE IN KNOWLEDGE

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“Currently in higher education, both on campus and online, we individualize faculty practice (that is, we allow individual faculty members great latitude in course development and delivery) and standardize the student learning experience (that, is we treat all students in a course as if their learning needs, interests, and abilities were the same). Instead we need to do just the opposite: individualize student learning and standardize faculty practice. ” p. 38

Twigg, Carol A. “Improving Learning and Reducing Costs: New Models for Online Learning”. EDUCAUSE Review Sep/Oct 2003: 28-38

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Examples:

- [Managing the Digital Enterprise](#) (Rappa-North Carolina State)
- [Solar System Collaboratory](#) (Colorado)
- [Virtual chemistry experiments](#) (Davidson)
- [U.S. History Videos](#) (History Channel)
- [BoilerCast](#) (Purdue - podcasts, vcasts)
- [Game Based Learning Sites](#) (Marc Prensky)
- [Math Emporium](#) (Virginia Tech)
- [Building bridges](#) (Civil Engineering-Nova)
- [Physics Tutorial Modules](#) Andersen Center (RPI)
- [Collaborative Learning Table](#) (RPI)
- [Immediate stock market quotes](#) (Yahoo Finance)
- [SearchPath](#) information literacy tutorial (Rutgers)

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More Choices - Selectivity	Digital Natives	More Friends	Huge Population
Personalization / Customization	Gamers	Respect Intelligence	Merit Systems
Collaborative / Social Networking	Practical / Achievement Oriented	Optimistic / Positive / Confident	Family Oriented / Largely Children of Divorce
Flexibility / Convenience	Nomadic	More Diverse / Inclusive	High Expectations (e.g. Incomes)
Read Less	Pull, not Push	Direct	Values
Experiential / Interactive Learners	Media Consumers	Patriotic / Civic Minded	Balanced Lives / Healthy Lifestyle
Impatient	Multitaskers	More Liberal	Social Involvement

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Thanks for your kind attention.

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THE EDGE IN KNOWLEDGE

- Powerpoint (available at:
- <http://library1.njit.edu/staff-folders/sweeney/>