Strategies for Teaching Millennial Students

Environment: Classroom Climate
An Issue: 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:


Students: Mindset about learning
An Issue: 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:

Instructor: Scaffold student learning

An Issue: 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:


Tasks: Student work

An Issue: 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:
