

TEACHING ELEMENTS

EFFECTIVE TEACHING & TECHNOLOGY USE WITH MILLENNIALS

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Not surprisingly, many of the teaching practices that are acknowledged to be effective and pedagogically sound, in general, are some of the same techniques that are said to be most effective for Millennials:

- Establish and communicate clear performance expectations and learning outcomes early on
- Modularize content into smaller segments that include discrete opportunities for students to practice and apply the concepts covered
- Leverage resources that present material in different ways (i.e., case studies, video, simulations, etc.)
- Incorporate activities that allow students to engage with the material in authentic or real-to-life scenarios
- Use both individualized and peer learning activities
- Set up frequent and informal events to gauge student comprehension, such as [classroom assessment techniques](#), at crucial points during the learning process
- Provide feedback to students on their progress early on and soon after activities are completed

Through her own qualitative analysis, Christy Price (2009) suggests incorporating the following "5 R's" into instruction for Millennials:

- Course content must be **relevant** to the current culture
- Students are more likely to adhere to course policies when the instructor provides a **rationale** or reason for them
- Students are more likely to thrive in a more **relaxed** and less formal learning environment in which they feel at ease talking within their professor and other students
- Students value the opportunity to develop a good **rapport** with their instructor
- A variety of active learning strategies that include **research-based** methods are especially important for Millennial student engagement and learning

Since the Internet is a primary source of information for Millennials, consider ways you can leverage their use of online resources, but in the process, educate them on how to use them effectively for course activities:

- Tap into the RIT Libraries' [Subject Special Librarian](#) services, which offer student instruction on how search for credible, web-based materials effectively and proper citation practices.
- Provide guidelines on the type of sources you deem acceptable for activities in which they need to do research. For example, require they use peer-reviewed publications in their research or utilize at least 2 of the RIT Libraries' [electronic databases](#).

Consider how you might use technology to communicate course-related updates and keep students connected. TLS' [Continuity of Instruction: Conducting Your Class Online](#) (2014) resource suggest some of the following methods for technology-enabled communication:

- Use the [News](#) and [Classlist](#) tools in RIT [myCourses](#) to push out important announcements.
- Consider how you might leverage oft-used social networking tools such as [Facebook](#), [Twitter](#), or [Google+](#) to send and receive important course information among you and your students.*

*Before deciding on the use of social networking tools or external email as communication methods, check for compliance with [FERPA](#) and RIT policies related to [student privacy](#).

References:

Price, C. (2009, August/September). Why Don't My Students Think I'm Groovy? *The Teaching Professor*, 7-8. Retrieved from <http://www.magnapubs.com/newsletter/the-teaching-professor/issue/1047/>.

Starenko, M., & Koon, M. (2014, July). *Teaching Elements: Continuity of Instruction*. Retrieved August, 2014, from Teaching and Learning Services website: <http://www.rit.edu/academicaffairs/tls/course-design/teaching-elements/continuity-instruction>