



# Before we start...respond to the following:

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1. What am I teaching and to whom?
2. Why am I teaching it?
3. How am I teaching it?
4. Why am I teaching it that way?
5. What evidence will I collect to show my students are getting it?
6. How will my students know they are getting it?

# Wake up! Engaging Adult Learners in Graduate School

Presented by Dr. Julie Fernandez and Dr.  
Krista Allison



# Agenda

- Name Tags
- Activity
- Generational Characteristics
- Activity
- Adult Learning Theory
- Activity
- Time for Sharing

# Nametag

- Print your first name
- State the university/college you are from
- What do you teach?

Krista

Charleston Southern  
University















Julie

Charleston Southern University  
Undergraduate and Graduate Education

# Generations in the Graduate Classroom

<b>Generations</b>	<b>Born</b>	<b>Current Ages</b>
<b>Gen Z</b>	1995 – 2012	12 – 29
<b>Millennials (Gen Y)</b>	1980 – 1994	44 – 43
<b>Gen X</b>	1965 – 1979	45 – 59
<b>Boomers</b>	1946 – 1964	60 – 78
<b>Silents (Maturists)</b>	1928 – 1945	79 – 96

# Characteristics of Generations

Talking a different language					
Formative experiences	<b>Maturists</b> (pre-1945) Wartime rationing Rock'n'roll Nuclear families Defined gender roles - particularly for women 	<b>Baby boomers</b> (1945-1960) Cold War 'Swinging Sixties' Moon landings Youth culture Woodstock Family-orientated 	<b>Generation X</b> (1961-1980) Fall of Berlin Wall Reagan/Gorbachev/ Thatcherism Live Aid Early mobile technology Divorce rate rises 	<b>Generation Y</b> (1981-1995) 9/11 terrorists attacks Social media Invasion of Iraq Reality TV Google Earth 	<b>Generation Z</b> (Born after 1995) Economic downturn Global warming Mobile devices Cloud computing Wiki-leaks 
Attitude toward career	Jobs for life 	Organisational - careers are defined by employees	"Portfolio" careers - loyal to profession, not to employer	Digital entrepreneurs - work "with" organisations	Multitaskers - will move seamlessly between organisations and "pop-up" businesses
Signature product	Automobile 	Television 	Personal computer 	Tablet/smartphone 	Google glass, 3-D printing
Communication media	Formal letter 	Telephone 	E-mail and text message 	Text or social media 	Hand-held communication devices
Preference when making financial decisions	Face-to-face meetings	Face-to-face ideally but increasingly will go online	Online - would prefer face-to-face if time permitting	Face-to-face	Solutions will be digitally crowd-sourced

# Maturists (Silents)

- Honor and Integrity
- Respect Authority
- Dedicated to a job
- Duty before pleasure
- Consistency and uniformity
- Conservative spending (WWII, Great Depression)
- Reward: Satisfaction of a job well done

# Baby Boomer

- Educated, independent, optimistic
- Teamwork (many grew up in large families)
- Minimal acceptance of authority and power
- Woodstock, rock and roll, and Assassination of MLK and JFK influenced Boomers
- Rewards: money, title and recognition



# Generation X

- Less loyal to organizations
- Independent
- Skeptical
- “work to live”
- Adaptive
- Watergate, Dual career parents, 40% lived through divorce, MTV
- Rewards: Freedom

# Millenials (Gen Y)

- 3X larger than Gen X
- Digital Generation
- Money is for immediate consumption
- Question everything (Why?)
- Terrorism, Y2K, Sept. 11, Cell Phones
- 1 in 4 grow up in a single parent home
- Reward: Work that has meaning

# Generation Z

- More racially and ethnically diverse
- Most well-educated
- No memory of a world before smartphones
- Gender neutral pronouns and societal changes are viewed with optimism
- Covid-19
- 45% indicate “almost constantly” being online
- Reward: Digitally driven, socially-oriented

Let's see some of the generational differences...

<https://www.youtube.com/watch?v=o5OoSjH1iE>

# Activity (Break into groups to discuss)

What historical event most influenced you?


How do you think those events impact the way you see the world?

What do you most wish others could appreciate about your generation?

What specific activities do you use that encourage intergenerational collaboration?



*Andragogy*



# Adult Learning Theory



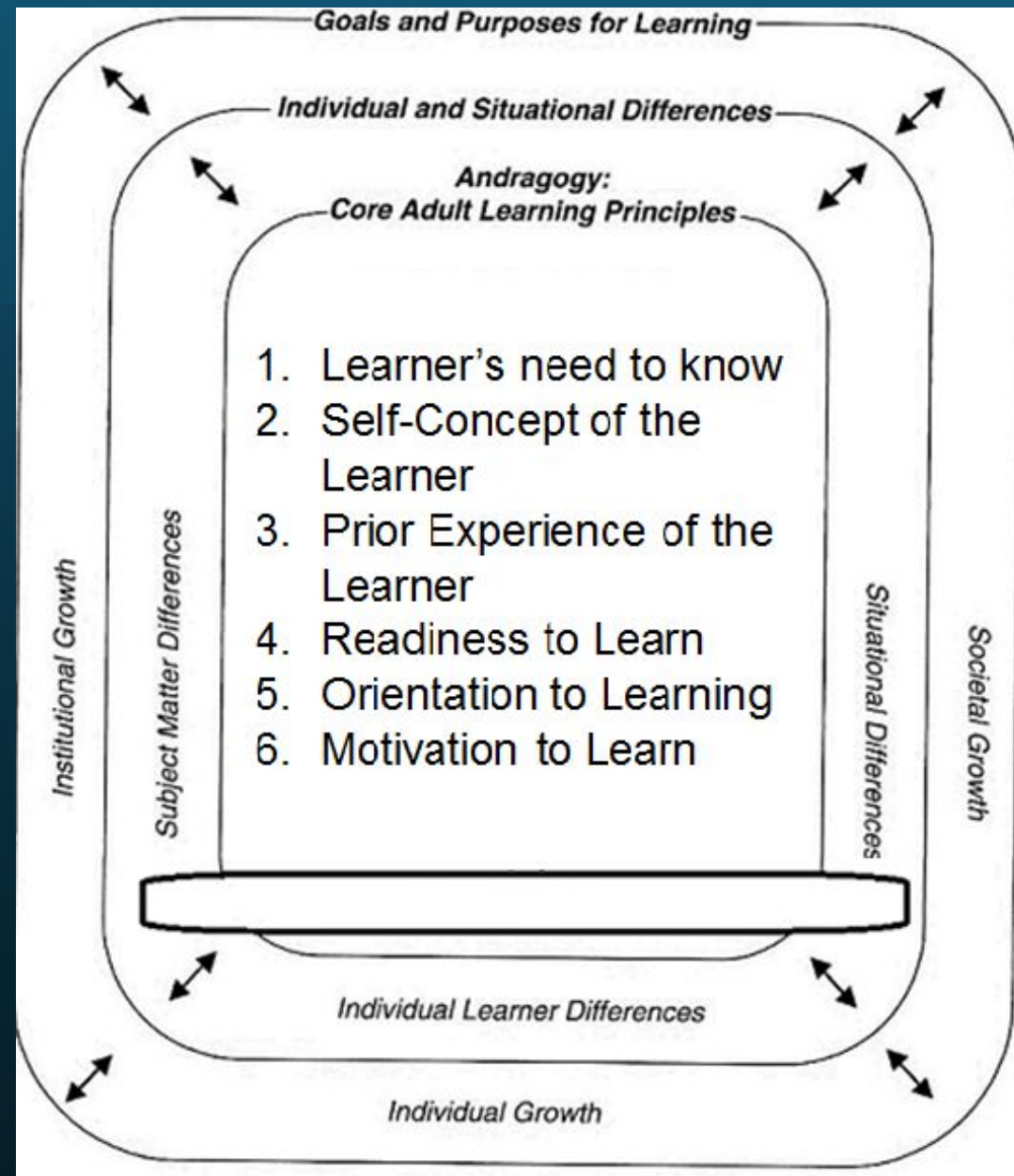
# Malcolm Knowles

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## 6 Principles

1. The learner needs to know
2. The self-concept of the learner
3. Prior experience of the learner
4. Readiness to learn
5. Orientation to learning
6. Motivation to learn







# Learners Need to Know

Why

What

How



# Self Concept of the Learner

- Problem-solving ability
- Autonomous
- Self Directing



# Prior Experience of the Learner

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- Resources
- Mental Models



# Readiness to Learn

- Life-Related
- Developmental Tasks



# Orientation to Learning

- Problem Centered
- Contextual

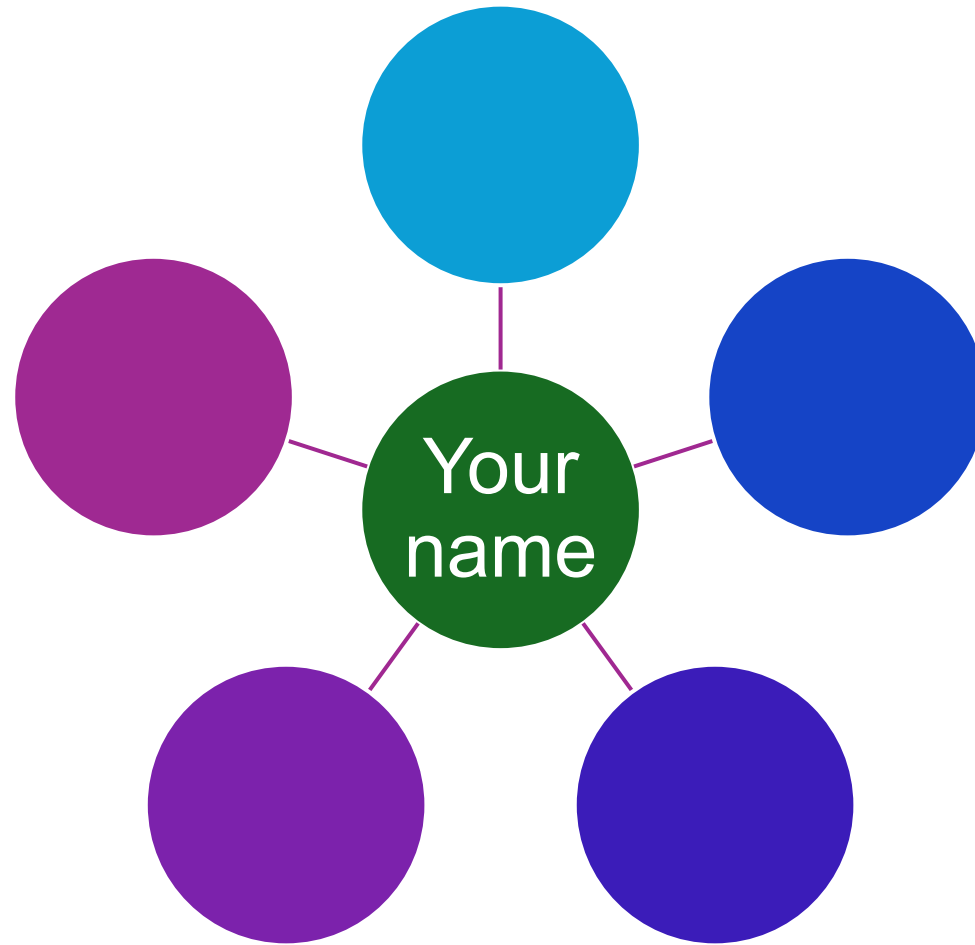


## Motivation to Learn

- Intrinsic value
- Personal Payoff

# Activity: Circles of Identity

Each circle should contain a word or phrase that captures some element of his or her identity as a learner.





## Find your “color partner”

1. Introduce yourself and share your descriptors
2. Determine which of the six adult learning principles is a priority for your partner based on what they shared.
3. How would this information inform your teaching style?



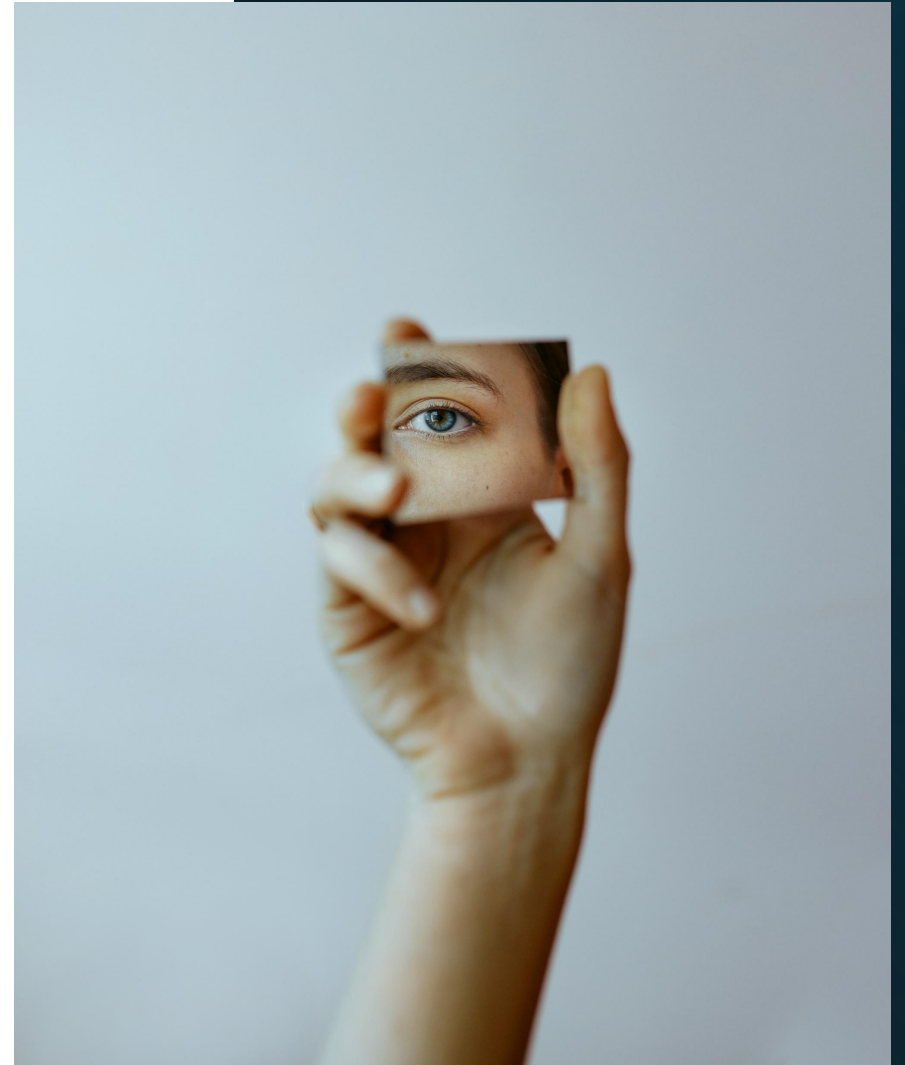
Best  
Practices

*What do you already have  
in your toolbox?*



# Reflect upon Quinn's Six Questions

- *How am I teaching?*
- *Why am I teaching it that way?*
- *What evidence will I collect to show my students are getting it?*
- *How will my students know they are getting it?*



Thank  
you

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