



MAGNA ONLINE SEMINARS

Supplemental Materials

Five Strategies to Engage Today's Students

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HOW GROOVY AM I? THE MILLENNIAL CHECKLIST

HOW DOES THE LEARNING ENVIRONMENT YOU CREATE MEET THE FOLLOWING MILLENNIAL CRITERIA?	<u>Rarely</u> GOT TO GET GROOVIN'	<u>Sometimes</u> IN THE GROOVE	<u>Often</u> BEYOND GROOVY
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The Millennials' **Ideal Learning Environment**

1.1	Interactive and participatory - not only lecture			
1.2	Use of real examples that are <u>relevant</u> to the culture			
1.3	Multimedia - PowerPoint, video, etc....			
1.4	Relaxed, enjoyable, fun			
1.5	Group work is utilized & students know each other			
1.6	Handouts are provided			
1.7	After responding to the items on the checklist above, describe how you currently incorporate aspects of the Millennials' Ideal Learning Environment into the classes you teach?			
1.8	Based on # 1.7 above, which aspects are missing and what changes might you make?			
1.9	Describe any implications these criteria might have within your specific discipline?			
1.10	Describe any best practices you or your colleagues are engaged in related to these criteria.			

For a summary of Dr. Price's Millennial Research you can find her ***Why Don't My Students Think I'm Groovy*** article at: http://www.daltonstate.edu/teaching-and-learning/pdf/cprice_millennials.pdf

METHODS THAT INFLUENCE ENGAGEMENT CHECKLIST

**Active Learning and Variety of Presentation Increase Engagement,
while Passive Learning and Monotony serve to Decrease Engagement**

Which of the following engaging methods do you utilize?

- 2.1 **Mini-Lecture** (If lecturing, approximately 15 - 20 minutes) or **Active Lecture** (involves discussion and/or activity) or **Guided-Lecture** (interactive outline is provided in Q & A format)
- 2.2 **Video** or other **Audio/Visuals** or Engaging **Case Studies**
- 2.3 **Individual, Partner** or **Group work**
- 2.4 **Project-Based Learning, Team-Based / Cooperative Learning,** or
- 2.5 **Applied Research or Service Learning**
- 2.6 Use of **Application Activities** or **Exercises** and **Review Games** which require students to stop and process the information
- 2.7 Use of **Student Presentation** or **Role Play**
- 2.8 Use of **Individual Guest Speakers** or **Expert Panel Discussions**
- 2.9 Use of **In-Class** and **Online Discussion**
(in which all or most students participate – monopolizers de-motivate others)

Student Success Increases Engagement, while Lack of Success serves to Decrease Engagement

In order to enhance student success, which of the following do you provide?

2.10	clear expectations (ie: rubrics, low-risk or sample ideal assignments, study guides, peer / self assessment, etc...)	
2.11	clear explanations (ie: use of visual aids, kinesthetic activities, examples, practice scenarios, scaffolding, etc...)	
2.12	organized presentation of material (ie: use of outlines, PowerPoint slides, lists of steps in assignments, etc...)	
2.13	regular developmental feedback (ie: verbal and written comments on assignments, student conferences, etc...)	
2.14	regular verbal cuing (ie: “You’ll need to know this for the test,” “This is important because,” etc...)	
2.15	clear reward structure (ie: students know how points will be awarded - rubrics)	
2.16	build student self-efficacy (ie: help student to believe they can learn content, helps student overcome anxiety, etc...)	

Relevance, Meaning and Choice

2.17	Use of student /instructor / real-life examples, pop-culture tie-ins, current events , applications to student career choices , etc...	
2.18	Allow for student choice and personal interest - assignments (research paper vs. service project, reading materials, topics, etc...)	

How Groovy Am I? The Millennial Checklist				
How do your Assessments & Assignments meet the following Millennial Criteria?		<u>Rarely</u> Got To Get Groovin'	<u>Sometimes</u> In the Groove	<u>Often</u> Beyond Groovy
The Millennials' Ideal Assessments & Assignments				
3.1	Graded (ie: collected & counted as part of grade)			
3.2	Relevant - applied to life or career			
3.3	Professor understands that students have busy lives			
3.4	Experiential			
3.5	More than just tests			
3.6	More than just a mid-term and final			
3.7	More in-class and group work			
3.8 After responding to the items on the checklist above, describe how your current assessment strategies align with the desires of the Millennial Students?				
3.9 Based on # 3.8 above, what changes might you make?				
3.10 Describe any implications these criteria might have within your specific discipline.				
3.11 Describe any best practices you or your colleagues are engaged in related to these criteria.				

Application of Course Content & Contribution to the Learning Environment Point Sheet

STEP I: Identify whether you were an Observer, Contributor, or Scholar (choose only one). List the appropriate number of points (from 10 - 20) in the Student Assessment Subtotal box on line number 4 below.

1. OBSERVER

OBSERVERS EARN BETWEEN 10 - 13 POINTS

A student who is an **OBSERVER** consistently attends to the instructor and his/her fellow students when they are speaking. An Observer conveys mutual respect by displaying a positive attitude through eye contact and other attentive non-verbals.

2. CONTRIBUTOR

CONTRIBUTORS EARN BETWEEN 14 - 17 POINTS

A student who is a **CONTRIBUTOR** has all the attributes of an observer, but they also add insights or examples that support course content. They might ask questions to clarify course content as well. These contributions can be made in or outside of class (ie: providing article or media references).

3. SCHOLAR

SCHOLARS EARN BETWEEN 18 - 20 POINTS

A student who is a **SCHOLAR** has all the attributes of a contributor, yet they go beyond contributing by asking thoughtful questions. Their comments and questions demonstrate critical thinking and application of the material. They consistently make contributions which improve the quality of learning that takes place in the classroom.

STEP II: If you identify yourself as a CONTRIBUTOR or SCHOLAR, you must provide supporting evidence regarding your contributions on the back of this form.

	POINTS POSSIBLE	STUDENT ASSESSMENT	INSTRUCTOR ASSESSMENT
4. STUDENT CONTRIBUTION SUBTOTAL	10 - 20		
STEP III: Add or Subtract points from your SUBTOTAL above if any of the following apply.			
5. If you had PERFECT ATTENDANCE - ADD 5 points			
6. ABSENCE - Contributions can only be made if students are in attendance.			
SUBTRACT 1 POINT FOR EACH DAY YOU MISSED CLASS			
7. VERBAL DOMINATION - Excessive comments (ie: speaking several times during multiple class periods and/or sharing unrelated anecdotes or stories) should not be considered valuable.			
SUBTRACT 1 TO 5 POINTS FOR EXCESSIVE COMMENTS			
8. DISENGAGED BEHAVIOR - Inattentive behavior such as sleeping, reading or working on projects for this or other classes, utilizing phones (texting under the table), laptops, and other technological devices.			
SUBTRACT 1 POINT FOR EACH OCCURRENCE			
9. DISTRACTING BEHAVIOR - Conveying a lack of regard by engaging in distracting behavior such as impulsive blurting, offensive comments, regularly arriving late/leaving early, or engaging in side conversations with other students.			
SUBTRACT 2 POINTS FOR EACH OCCURRENCE			
TOTAL			

How Groovy Am I? THE MILLENNIAL CHECKLIST				
HOW OFTEN DO YOU EXHIBIT THE FOLLOWING INSTRUCTOR BEHAVIORS?		<u>Rarely</u> GOT TO GET GROOVIN'	<u>Sometimes</u> IN THE GROOVE	<u>Often</u> BEYOND GROOVY
The Millennials' Ideal Professor				
5.1	Approachable and easy to talk to			
5.2	Nice, friendly, caring, and helpful			
5.3	Alert as to whether students understand topic			
5.4	Open-minded & flexible - not rigid			
5.5	Energetic, enthusiastic, upbeat with a positive attitude			
5.6	Displays a sense of humor, fun and entertaining			
5.7 Which of the qualities of the Millennial Students' Ideal Professor do you exhibit?				
5.8 Which qualities do you wish to develop or improve upon?				
5.9 Describe any implications these criteria might have within your specific discipline.				
5.10 Describe any best practices you or your colleagues are engaged in related to these criteria.				

RAPPORT BUILDING CHECKLIST

BEHAVIOR		BEHAVIOR EXAMPLES	TOMATOES HAVE BEEN THROWN ON THIS ITEM	STUDENTS HAVEN'T THROWN TOMATOES YET, BUT...	I WIN THE SWIMSUIT COMPETITION ON THIS ITEM
6.1	Exhibits Enthusiasm Dynamic and enthusiastic	Acts physically animated while talking with students, varies intonation and other vocal characteristics, is outgoing / extroverted with students			
6.2	Exhibits Altruism Tries to be of help	Does things ranging from holding the door for the student, to assisting him/her with studies, assignments, & other school related tasks			
6.3	Exhibits Optimism Perceived as pleasant	Acts in a professional manner, is cheerful, and positive. Avoids complaining about things, and being critical of self and others			
6.4	Exhibits Sensitivity Shows warmth	Communicates concern, is sympathetic & empathetic to students' problems/anxieties, and believes what students say			
6.5	Supportive	Encouraging - avoids being too harsh or excessively criticizing the student			
6.6	Trustworthy Consistent and reliable	Emphasizes her/his responsibility, reliability, fairness, dedication, honesty, and sincerity. Fulfills any commitments made to students			
6.7	Exhibits Openness Shares information	Discloses personal information about her/his background, interests, views, insecurities, weaknesses, and fears, but not too much information			
6.8	Exhibits Respect	Avoids appearing superior, arrogant, or condescending toward students			
6.9	Promotes Similarity Makes the student feel they are similar	Expresses views that are similar to the views of students, agrees with some things students say, and points out the areas that students & teacher have in common (attitudes, values, interests)			
6.10	Exhibits Comfort	Is relaxed, at ease, casual, and tries to have a good time with students			
6.11	Interesting Self Interesting to know	Highlights past accomplishments and positive qualities, emphasizes things that make her/him interesting & expresses unique ideas			
6.12	Confirms Self-Concept Helps students feel good about themselves	Treats students like important people, compliments students, says only positive things about students, and treats things students say as being important information			
6.13	Elicits Disclosure Asks questions	Inquires about students' interests, feelings, opinions, views, and so on - responds as if these are important and interesting			
6.14	Keeps Social Rules Cooperative, friendly, and polite	Answers questions, acts interested, and adapts messages to the particular student - avoids changing the topic too soon, interrupting the student, dominating discussions, and excessive self-references			

Adapted from: *Richmond, V.P. & McCroskey, J.C. (1992). Power in the Classroom: Communication, Control, Concern. Hillsdale, N.J.: Lawrence Erlbaum*

HOW GROOVY AM I? THE MILLENNIAL CHECKLIST

HOW OFTEN DO YOU EXHIBIT
THE FOLLOWING BEHAVIORS WHICH SHOW YOUR
FAMILIARITY WITH MILLENNIAL CULTURE?

Rarely

**GOT
TO GET
GROOVIN'**

Sometimes

**IN THE
GROOVE**

Often

**BEYOND
GROOVY**

Familiarity with Millennial Culture

- | | | | |
|-----|---|--|--|
| 7.1 | Relates, listens, and talks to students about their lives via one-on-one interactions, e-mail or other technology | | |
| 7.2 | Refers to current events and uses real examples that are relevant | | |
| 7.3 | Uses informal language, does not talk down to students, and is not intimidating or condescending | | |
| 7.4 | Down to earth, relaxed, flexible; not too serious, uptight, or rigid | | |
| 7.5 | Does not only lecture - involves students in class, cares about and asks for students' point of view | | |
| 7.6 | Stops to see if students understand | | |
| 7.7 | Knows what goes on with students and understands that they have a life outside of class | | |
| 7.8 | Uses humor, is fun, shares up to date jokes; as opposed to being serious, boring, monotone and sharing old jokes | | |
| 7.9 | Uses up to date technology | | |

7.10 After responding to the items on the checklist above, describe behaviors / methods which show your connection (or lack thereof) to the millennial student?

7.11 Based on your response to # 7.10 above, what changes might you make?

