

Generational Diversity: understanding the gap

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Name your generation



Which is your overall
impression of your
learners?

Which are the major
challenges with your
learners?

“Successful teaching requires an understanding and appreciation of the learner’s need, background, interest and learning styles”

D. H. Roberts, et al. Twelve tips for facilitating millennials’ learning. Med Teac 2012; 34: 274-278

Learning Objectives

- Review generations and their determinants
- Understand the learning styles for Generation Y & Z
- Describe teaching strategies for the classroom and clinical environment

Generations



Silent Generation

- Born 1927- 1945 (Older than 72 y/o)
- Shaped by WWII, Great Depression.
- Disciplined, self-sacrificing, & cautious
- Avid readers
- Loyalty to the corporation
- "Retirement" means to sit in a rocking chair and live your final days in peace.
- Strong sense of trans-generational common values and near-absolute truths.



Baby Boomers

- Born between 1946 and 1964, ages 54-72
- Shaped by “Rock and roll” music generation, JFK, Martin Luther King, Women’s rights, Civil Rights
- Self-righteous, optimistic, driven, team-oriented, workaholic
- Envision technology as requiring a learning process.
- Tend to be positive about authority, but question everything
- Retirement is not in their vocabulary



Gen X- digital immigrants

- Born between 1965 and 1980, ages 38-53
- Shaped by the explosion of TV, Vietnam War, AIDS epidemic
- “Latch-key kids”, entrepreneurial, individualistic, cautious, skeptical, unimpressed with authority, self-reliant.
- Raised in the transition phase of written based knowledge to digital knowledge
- Lack organizational loyalty, seek life balance, time effective work, flexible jobs and adaptable



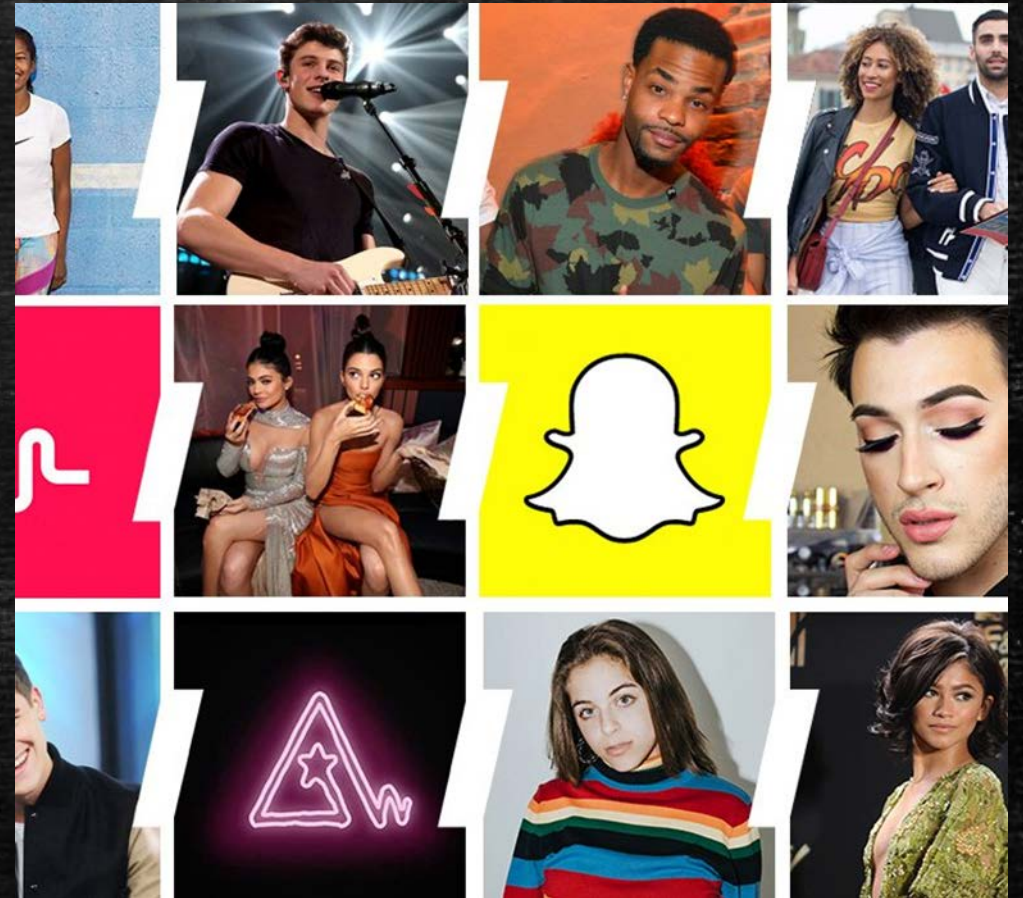
Gen Y- Millennials

- Born between 1981 and 1995, ages 24-37
- Shaped by 9/11, school violence, omnipresent parents, global warming
- Optimistic, focused, respect authority, team oriented, high expectations, inclusive
- Digital literates, Diverse Generation
- Envision the world as a 24/7 place
- Prefer a more relaxed work environment, mindfulness, wellness, “work to live”, make a contribution



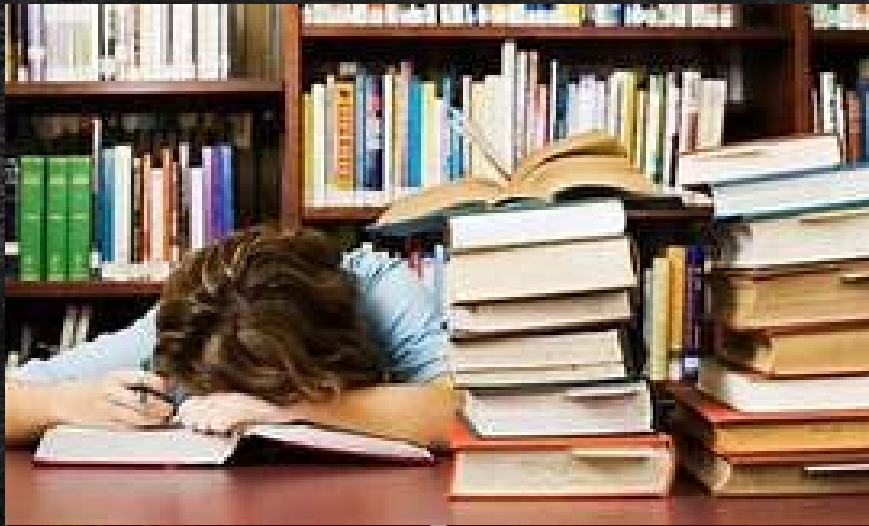
Gen Z – Millennials in Steroids

- Born 1995-2009, ages 9-23
- Digital Natives: need technology
- Active volunteers, activists, inclusive, global, optimistic
- Realistic, work hard for success
- Communicate with images
- Experiences > money
- Employer > employee
- Attention span is smaller





Knowledge



Skills



Communication



Mentoring



Fill out your post it's



Lime What do you share w/ Millennials?

Pink What is your best technique to teach Millennials?

Blue What can be improved to teach Millennials?



Learning preferences by generation

Table 1. *Generations According to Year of Birth^{3,4}*

Generation	Year of Birth	Characteristics	Learning Preferences
Millennials	Born after 1980	Confident, hopeful, goal and achievement oriented, civic-minded, inclusive	Simulations, group activities, creative, interactive exercises, game style
Generation X	1965–1980	Question authority, skeptics, resourceful, independent	Programmed independent learning, detailed study guides and test reviews
Baby boomers	1946–1964	Optimists, idealistic, loyal, value respect, rebellious	Lecture, handouts, note taking
Silent generation	1928–1945	Respect hierarchy, loyal, self-sacrificing, economical	Textbooks, lectures

Active learning



Learning preferences for the Millennials

- Hands-on: real encounters vs simulation, trial and error
- Personalized training: remember Montessori
- Working in teams: distributed responsibility, situated learning

What can you do with your learners to comply with this preferences?

Application:

- Simulations
- Multiple discrete evaluations
- Milestones
- Decelerated tracks
- Group assignments
- PBL

Learning preferences for the Millennials

- Incorporation of technology: apps, web, tablets
- Meaningful work: how do I contribute?
- Multitaskers: read, listen and talk



What can you do with your learners to comply with this preferences?

Application

- Google classroom
- Audience response system
- Tablets x articles
- Instant search
- Case discussions-integrate basic sciences
- Why is it important???

Learning preferences for the Millennials

- “Demanding educational costumers”
- Structured: Defined calendar, clear expectations
- Assessment oriented: what will be asked? High yield
- Continuous and specific feedback
 - Clinical: Quality, Content & Outcomes
- Constant Positive reinforcement
 - “External locus of control”

Application

- Objectives
- BlackBoard
- Syllabus
- Topics to be covered
- Assigned readings
- Direct observation
- One to One clinical learning

Learning styles “impairments”

- At-my-own pace
- No desire to read long texts
- Overestimate themselves
- Expect and demand recognition
- No emotional intelligence and self-reliance
- Consumer mindset: “I pay, I show up, I deserve success”



How can this be corrected?

FLIPPED CLASSROOM MODEL

Outside-of-class

Components traditionally delivered in-class—such as lectures—are delivered outside-of-class via web-based materials like:

- Videos
- Demonstrations and tutorials
- Simulations and games

BENEFIT

Provides faculty with more time in-class to work with individual students and allows students to master content at their own pace

In-class

In-class time is used for deeper engagement with content, while the instructor provides guidance, through:

- Collaborative projects
- Individual and group problem-solving
- Peer-based learning activities

FLIPPED CLASS DESIGN PROCESS

Learning Outcomes

Remember
Understand
Apply

Analyze
Evaluate
Create

Outside-of-class

Select content

Select delivery method

Create or find content

Coach students

Select activity

Assess

In-class



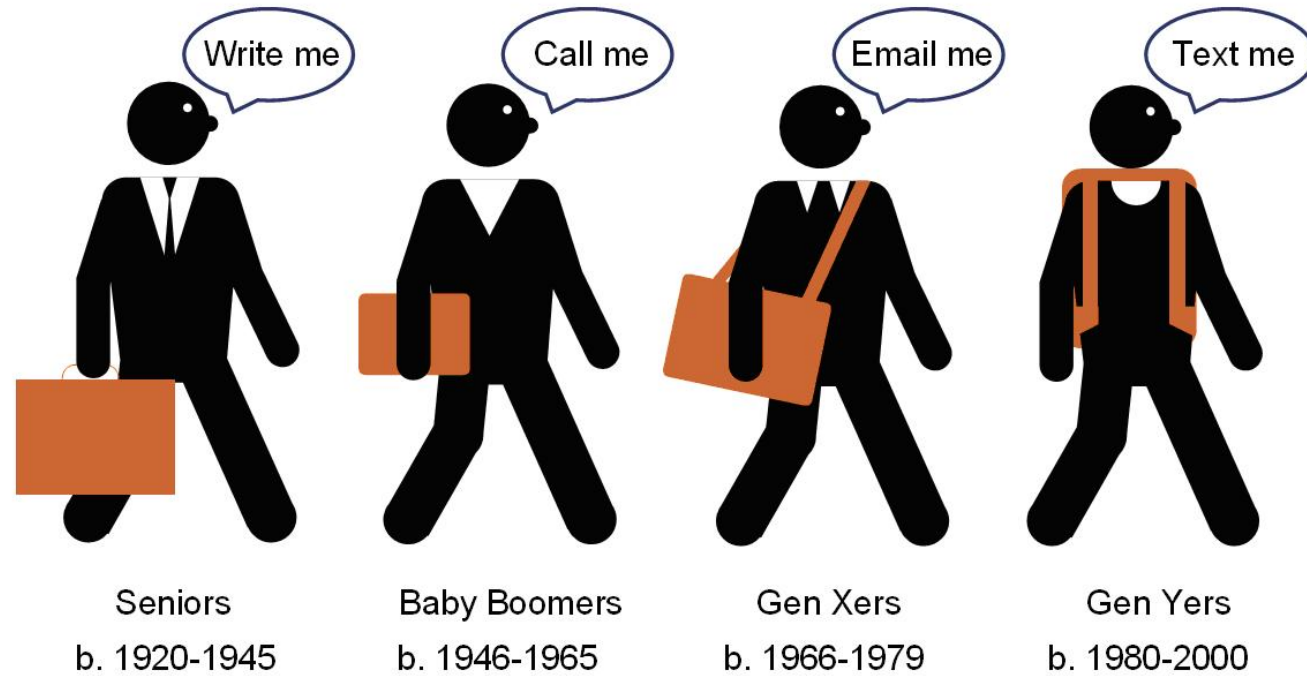
What they look for in a teacher

- Mentor
 - **Coaching**: short term; discrete goals; to improve skills in relation w/ the organizations
- Be an Example: High expectations on work and ethics
- Positive Feedback: reinforcement, validation
- Personal relation or interest: will text you like a friend



Workplace

Our four generation workforce provides challenges



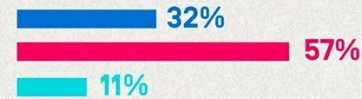
THE GENERATIONS IN THE WORKPLACE

BASED ON A SURVEY OF 1,200 WORKERS ACROSS DIFFERENT GENERATIONS MEASURING THEIR STRENGTHS & WEAKNESSES

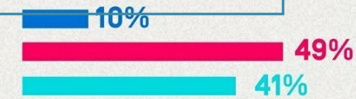
EXECUTIVE PRESENCE



GENERATING REVENUE



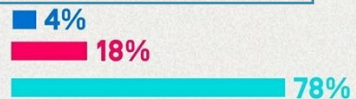
ADAPTABILITY



COST-EFFECTIVENESS



TECH SAVVINESS



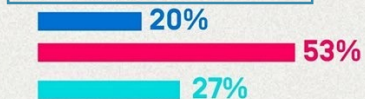
RELATIONSHIP BUILDING



PROBLEM SOLVING



COLLABORATION



BABY BOOMERS

BORN: <1963

PROS: Productive, hardworking, team players, mentors

CONS: Less adaptable, less collaborative



GEN X

BORN: 1963-1980

PROS: Managerial skills, revenue generation, problem solving

CONS: Less cost-effective, less executive presence



MILLENNIALS

BORN: 1980-1995

PROS: Enthusiastic, tech-savvy, entrepreneurial, opportunistic

CONS: Lazy, unproductive, self-obsessed



Professionalism

- Relax
 - Dress- SCRUBS
 - Speech
 - Communication- TEXT, EMAIL
 - “No wrong answer” environment
- Flexible time, flexible lifestyle, not vary adaptable

to me 

bad trip! Estaré en clínica en HOPU mañana en la mañana. Me deja saber su disponibilidad y hago los arreglos para reun

Sent from my iPhone



Professionalism

- Social Media
 - Establish boundaries: individual vs institution implications
 - Guide on how to portray themselves
- Desire fragmented patient interactions than longitudinal
- Impaired bedside manners due to technology
 - EMR
 - Solution: Google Glasses?



Work environment

- Prefer to be an employee than employer
- Training opportunities are expected
- Team decisions
 - Conflict management: avoidant/ collaborative

Remember...

How to teach Millennials

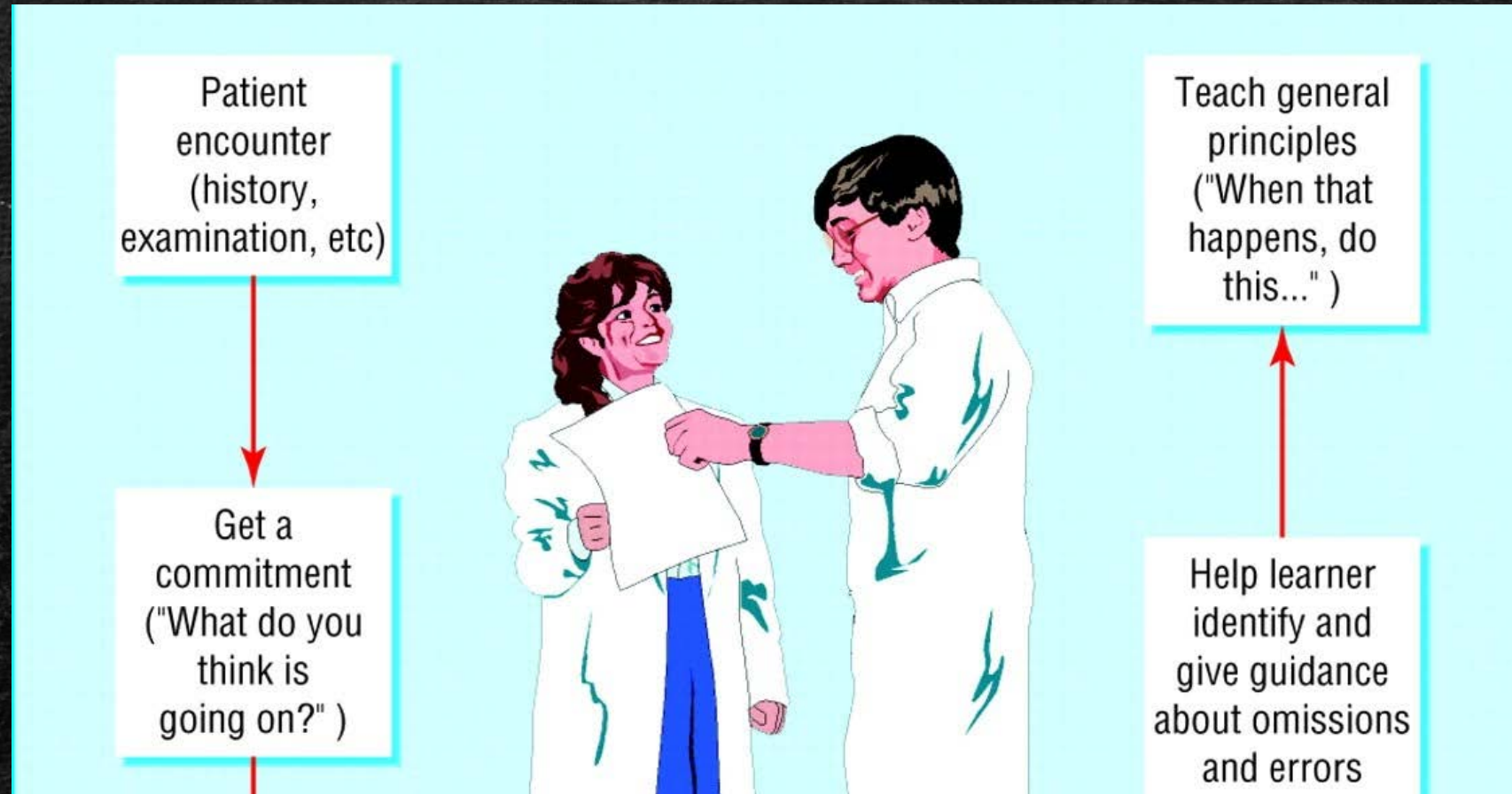
- Establish the NEED
- INDIVIDUALIZE by interest or outcomes
- Describe CLEAR EXPECTATIONS
- Set RULES early
- PERSONALIZE examples with anecdotes
- Ensure a SAFE learning environment



How to teach Millennials

- Allow PRACTICE
- Allow direct observation and immediate FEEDBACK
- EXPLAIN rationale, your complex thought
- Use the WEB for EBM, apps, or videos , journal clubs
- PARTNER with them
- INTEGRATE with the team

One minute preceptor



Ask-Tell-Ask-Act feedback

- Ask- learner self-assessment
- Tell- provide smart feedback
- Ask- for confirmation
- Act- plan for improvement and f/u



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References:

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