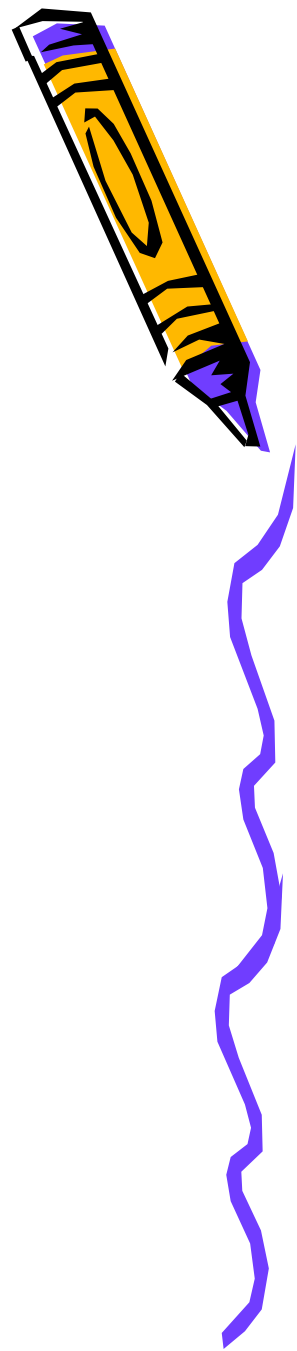


Educating the Net Generation

Lynn M. Manfred, MD EdD
Associate Professor of
Internal Medicine and Pediatrics



Educational Goals

By the end of the session you will:

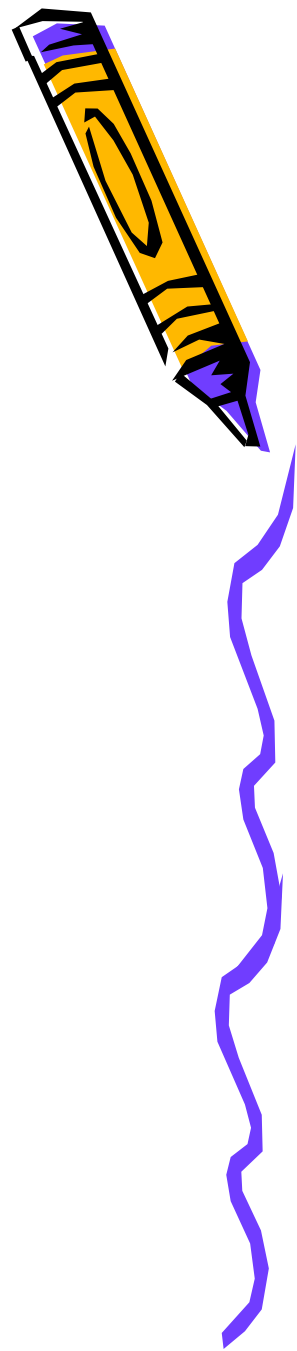


1. Recognize generational differences between teachers and residents
2. Be able to modify how you teach in order to increase resident learning



Agenda

- Characteristics of the Net Generation
- Teaching Models
- Changes to our Teaching

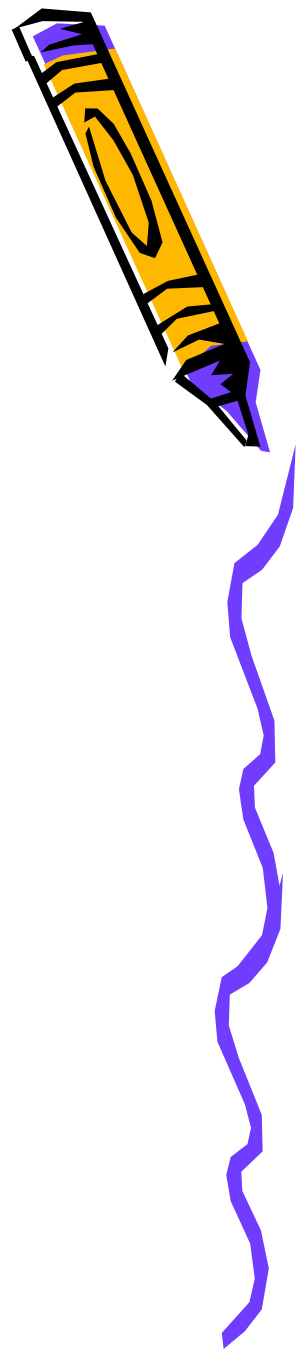


How would you teach
someone from another
culture how to evaluate
a red knee?



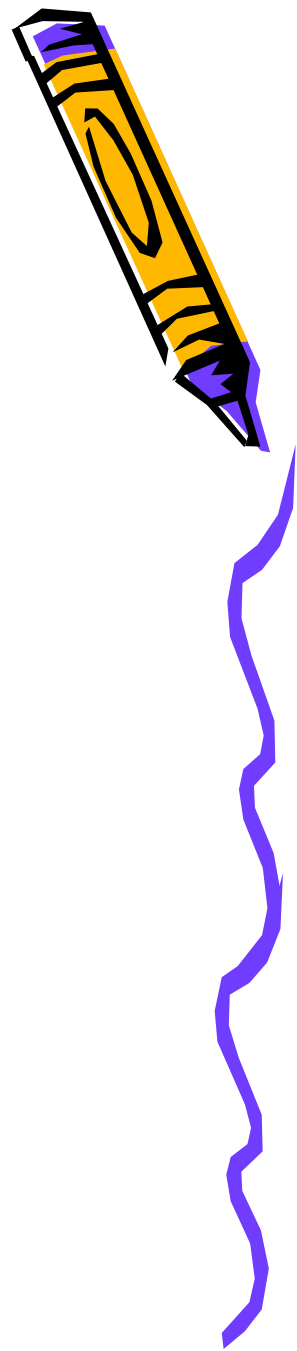
OUR ASSUMPTIONS:

- Our residents are like me
 - Values
 - Expectations
- "Surely, they know..."
- If I told them, they know this



Who are our learners?

- Millennials
- Generation Y
- Echo boomers
- iGeneration
- Net Generation
- The Me generation



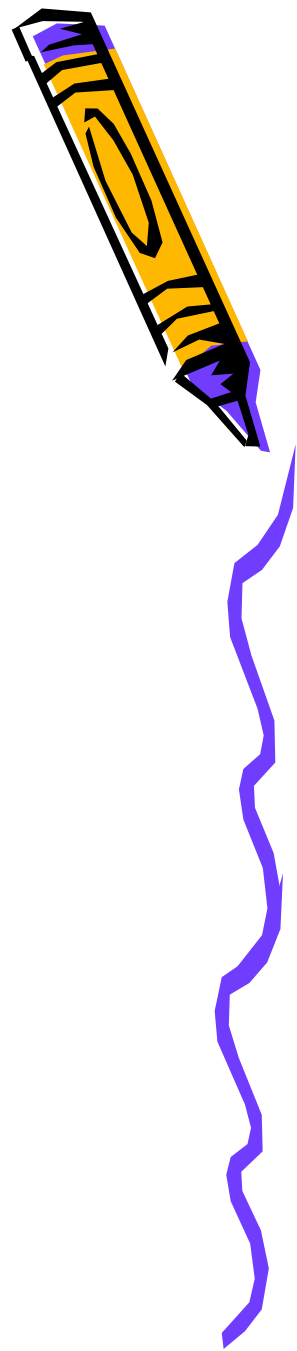
Who are the Net Generers?

DEMOGRAPHICS

- Born 1982-2002
- Treasured by their parents
- "special"

THEIR WORLD

- Communication rich
- Information rich
- Collaboration rich
- Immediately responsive
- Individualized



How are they different?

CHARACTERISTICS

- High self esteem
- Overprotected
- Information literate
- Digitally competent

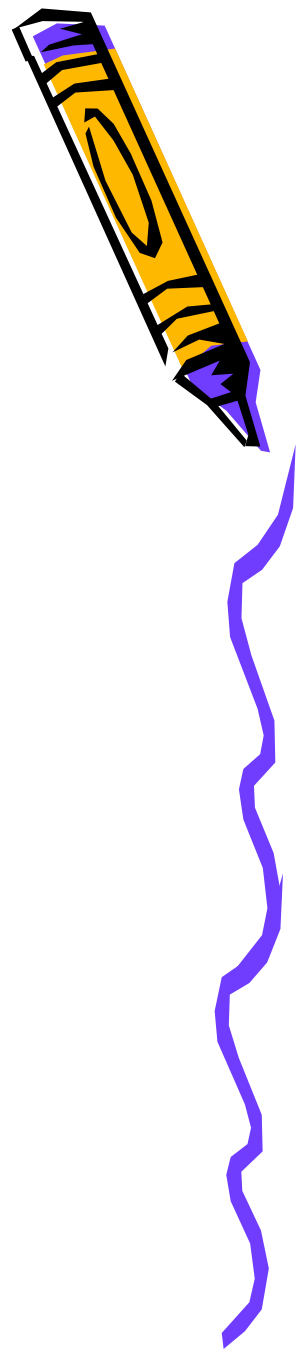
VALUES

- Diversity
- Volunteerism
- Being heard
- Social interaction



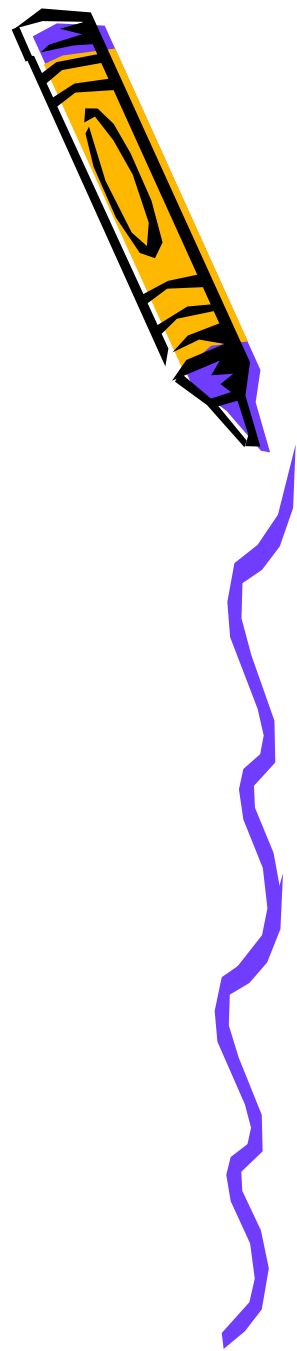
Educational Differences

- Inductive discovery
- Visual communicators
- "attentional deployment"
- Social and prolific communicators
- Expect fast responses

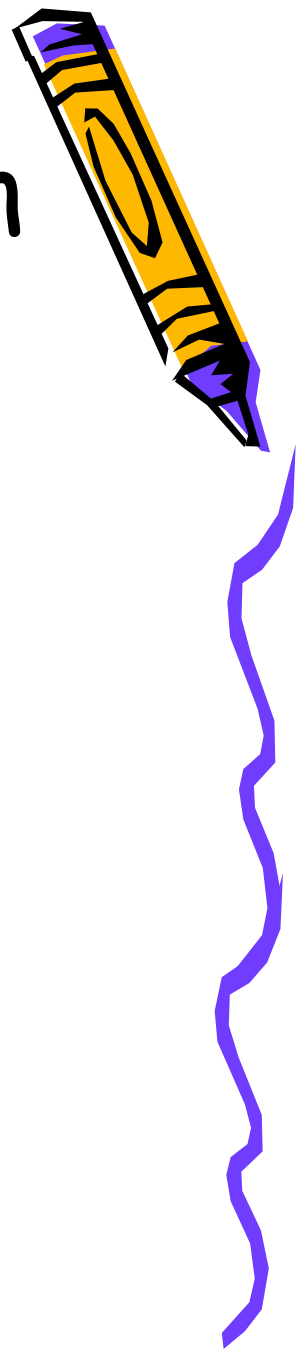


RESULTS

- Short attention span
- Multi-tasking
- "always on"
- Abbreviated communications
 - Communicates in sound bites
- Using incomplete information
- Not assessing the quality of a resource



Expectations of Education



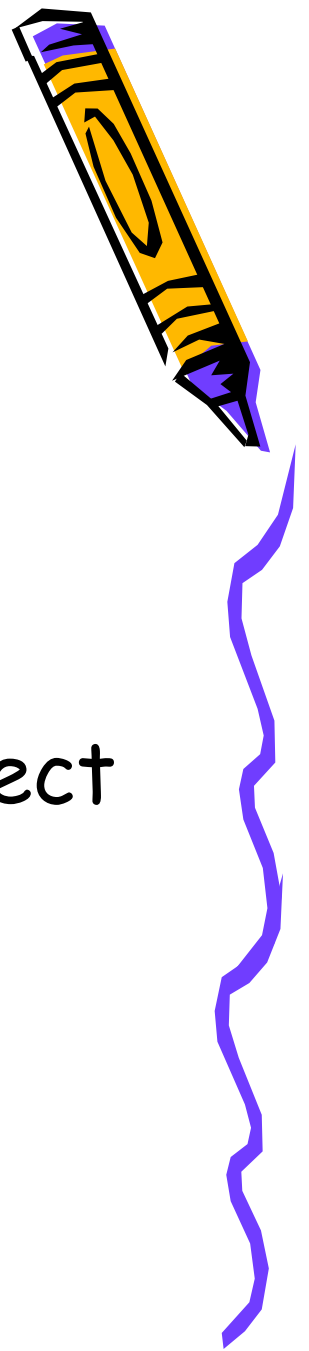
- Clear rules
- Customized to them
- Self-paced
- Instant answers/info
- Collaborative and team learning
- Individualized, frequent, positive feedback



Relationships are a driving
force in the learning process



Issues they face



- No meaning to what they do
- Disengaged
- Lonely - Isolated
- "good enough" attitude - AND expect to be praised for this
- Lots of Anxiety and Depression



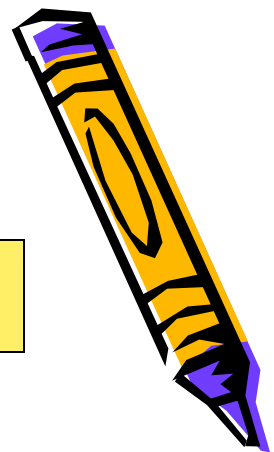
What they have

- Outstanding info retrieval skills
- Multitasking skills
- Altruism
- Collaboration skills
- Lecture fatigue
- Short attention span
- Value diversity



What they need

- Problem solving , analysis, synthesis skills
- Need quick feedback
- A purpose for their effort
- Mentoring and support



GNOME of Teaching



- G** Goals
- N** Needs Assessment
- O** Objectives
- M** Methods
- E** Evaluation



**G
N
O
M
E**

GOALS

LEARNER

NEEDS

EVAL

METHODS

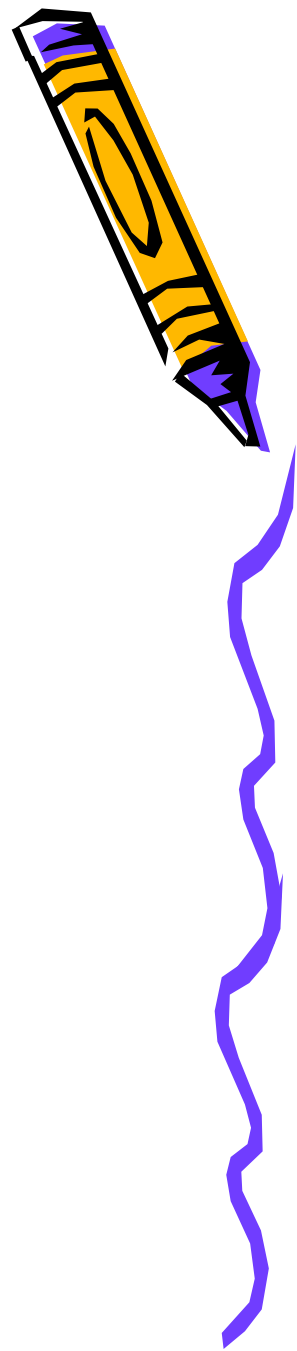
OBJECTIVES



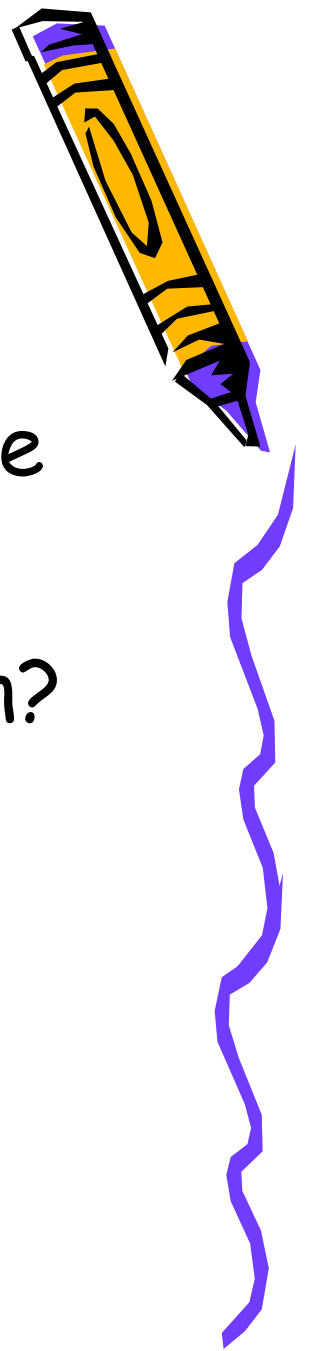
GOALS

Rheumatology fellows

- Knowledge
- Skills
- Attitudes and values

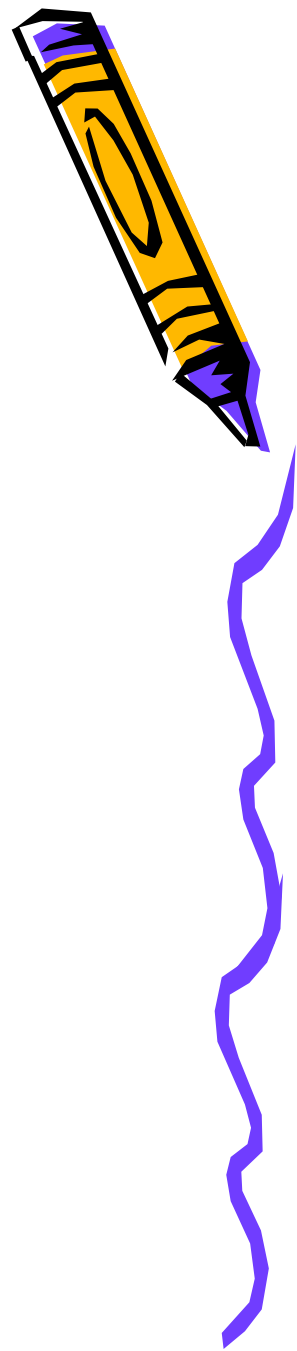


ASSESS



- Learner background and experience
- Learner knowledge/skills/attitude
- What does resident **NEED** to learn?
- How will I **TEACH** it?
- How will I **CHECK** that student learned it?

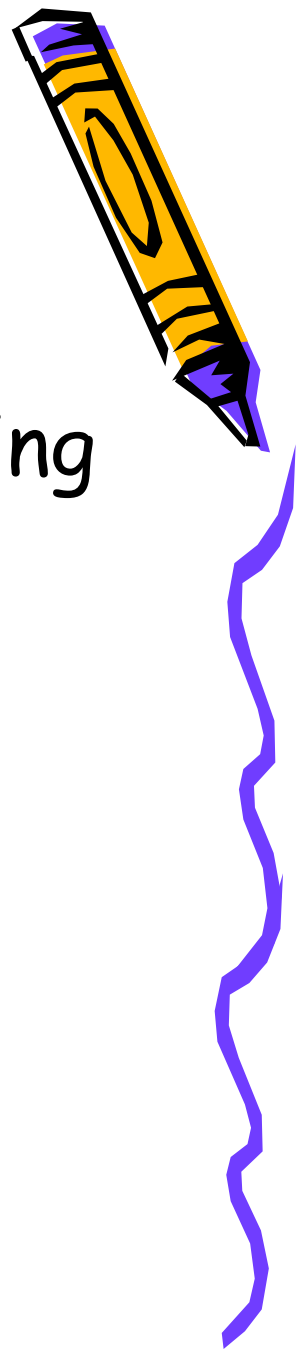




SO HOW DO OUR
EDUCATIONAL METHODS
NEED TO CHANGE?



Educational strategies that work



- Collaborative or Team based learning
- Active learning
- Highly structured learning
- Multimedia education
- Encourage creativity
- Include discovery activities



FELLOWS TODAY:

- Technology proficient
- Prefer to work in groups
- Desire quick answers
- Want to be active

**USE THESE
CHARACTERISTICS IN YOUR
EDUCATIONAL PLANNING**



TEACHER QUIZ



1. Do you present material in visually rich and multi-sensory formats?
2. Do residents work with authentic audiences (real patients)?
3. Do you allow residents to self pace?
4. Do you allow hands on opportunities?
5. Do you allow residents to personalize their work?





6. Do you have residents discuss ideas in small groups?
7. Do you tell stories relevant to the concepts being taught?
8. When residents are working do you constantly answer questions?
9. Do your residents feel that the learning is relevant to them?

