

Designing for Gen Z: How Quality Matters Was Made for Gen Z Learners



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SESSION

AGENDA AND OBJECTIVES

- Welcome
- Name that Generation
- Generation Snapshot
- Gen Z Contextual Factors
- Gen Characteristics as Applied to QM Standards; Practical Application
- Closing




- Examine the contextual factors that have influenced Generation Z.
- Identify the learning characteristics of Gen Z learners.
- Connect QM Standards to Generation Z's learning needs.
- Apply quality assurance principles and strategies to advance academic success of Generation Z learners (practical application).

MY JOURNEY TO GEN Z



Generation Z: Insights for Engaging with Today's College Students



Start Here	Your Facilitators
Conversation Cafe	More Resources





Welcome!

Never before has there been a more diverse, self-aware, and digitally-minded generation than Generation Z. Often referred to as the Millennial Generation or Digital Natives, this generation of learners now dominates our physical and digital college spaces. While previous generations may feel disconnected and disillusioned by this younger generation, there is much to be learned from our student population.

Our vision for this course is to provide instructors with insightful and practical research-based information for application and reflection. The strategies presented will offer immediate opportunities to engage, communicate, and build collaboration with Gen Z college students.

Click the "Start Here" button to get started learning more this Generation Z.

Modules

 Week 1: Beyond the Screen: Who is Gen Z?	 Week 2: The User Profile: The Holistic Learner
 Week 3: To Snap or Chat: Communicating with Gen Z	 Week 4: Tik-Tok and YouTube: Using Digital Media

NAME THAT GENERATION

How well do you know the generations?



The Generations



THE SILENTS 1925- 1945

Who are they?

- between the Greatest and Boomers
- too late to serve in WWII
- impacted by the war and the Great Depression
- hardworking
- social change: civil, feminist, and gay rights



BOOMERS 1946- 1964

Who are they?

- increase in birth rates after WWII
- known for their protests of war
- music, ideas, and clothing became a culture - hippie & Woodstock
- transitioned to corporate



GEN X 1965- 1980

Who are they?

- latchkey kids
- independent and resourceful
- emergence of cable TV, MTV, VCRs, & Atari
- experienced AIDS epidemic, cold war, fall of Soviet Union



MILLENNIALS 1981- 1996

Who are they?

- technology in everyday lives
- dial-up to high-speed internet
- fitness and wellness important
- 2000 - turn of the century
- memory of 9/11

Generation Z



1997- 2012

- iGen
- Zoomers
- Digital Natives



EVENTS

- recession of 2007 - 2009
- school violence
- COVID
- technology
- post 9/11



WHO ARE THEY?

- diverse
- concerned about finances
- mental health awareness
- digital natives
- personal safety
- advocates for social causes



TECHNOLOGY

- internet
- iPhone
- social media
- all things digital
- gamification

COURSE DESIGN

LEARNING NEEDS/PREFERENCES

- intrapersonal learning - self-directed learning
- clear instructions
- guidance
- structure
- quick access



CONNECTION

Specific Review Standards:

1.1, 1.2, 1.3, 1.4- get started, clear instructions, structure clearly stated

8.1, 8.2 - ease of navigation, readability, consistency

2.3, 2.4 - learning objectives clearly stated

3.3, 4.2, 5.3, 5.4 - descriptive and clearly stated



APPLICATION

Provide students with clear instructions and ease of navigation throughout the course.

Examples:

- video and written instructions
 - navigation
- consistent format
- brief sentences
- bullet points
- visual examples
- separate out key elements in syllabus
- tutorials



PURPOSE

LEARNING NEEDS/PREFERENCES

- know the why
- what is the purpose
- practical
- relevancy to life, work
- return on investment
- personalized



CONNECTION

Specific Review Standards:

2.3, 2.4, 2.5 - learning objectives, location, relationship between objectives

3.3 - descriptive criteria provided for work and connection to the course

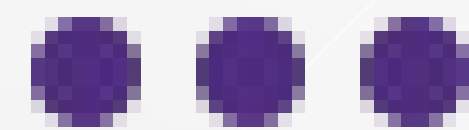


APPLICATION

*Provide visual alignment
to show purpose.*

Examples:

- course map
- show LOs with activities, assignments, and assessments
- quizzes that check the LOs for the lesson or week



give a topic overview or highlight concepts or material that will

Module Learning Objective w/Course Objective

Objective one (CO2)

Objective two (CO4)

Objective three (CO1)

Objective four (CO1)

Module Order of Tasks to Complete

Watch this week's introductory video (provide link) (Module Learning Objective)

Read Article 1 (MO1)

Participate in the [discussion forum](#) (MO3)

Complete the assignment (MO3)

Take the quiz (MO4)

Activity and Assignment Due Dates

	Module
Discussion	MO2
Assignment	MO3
	MO1

INSTRUCTIONAL STRATEGIES

LEARNING NEEDS/PREFERENCES

- visual and interactive content
- social learning (social media)
- bite -size chunks
 - shortened attention span
- technology - easy to use; no barriers
- personalized
- on-demand
- intrapersonal
- digital native \neq digital literacy



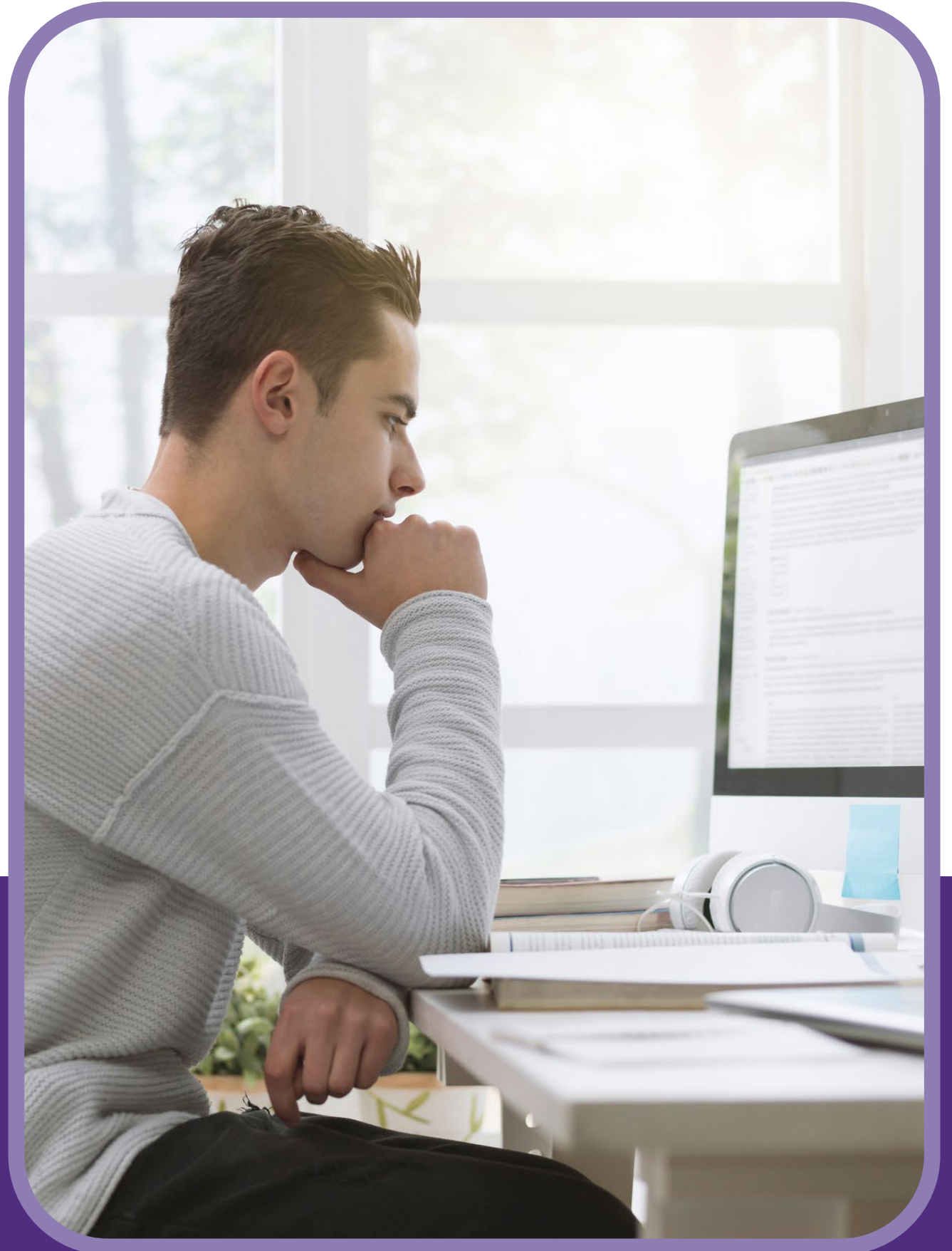
CONNECTION

Specific Review Standards:

4.4, 4.5 - current and varied instructional materials

5.2 - learning activities support active learning

6.2, 6.3 - tools promote learner engagement and active learning



APPLICATION

Provide a variety of engaging learning opportunities.

Examples:

- gamification
- demonstrated learning
- videos (with questions)
- microlearning
- modules
- voice and choice
- multiple formats
- experiential learning
- UDL



CONNECTION

LEARNING NEEDS/PREFERENCES

- connect to instructor
- connect to peers
- prefer in -person
- multidirectional communication
- collaboration vs. group work
- feedback
- meaningful connections



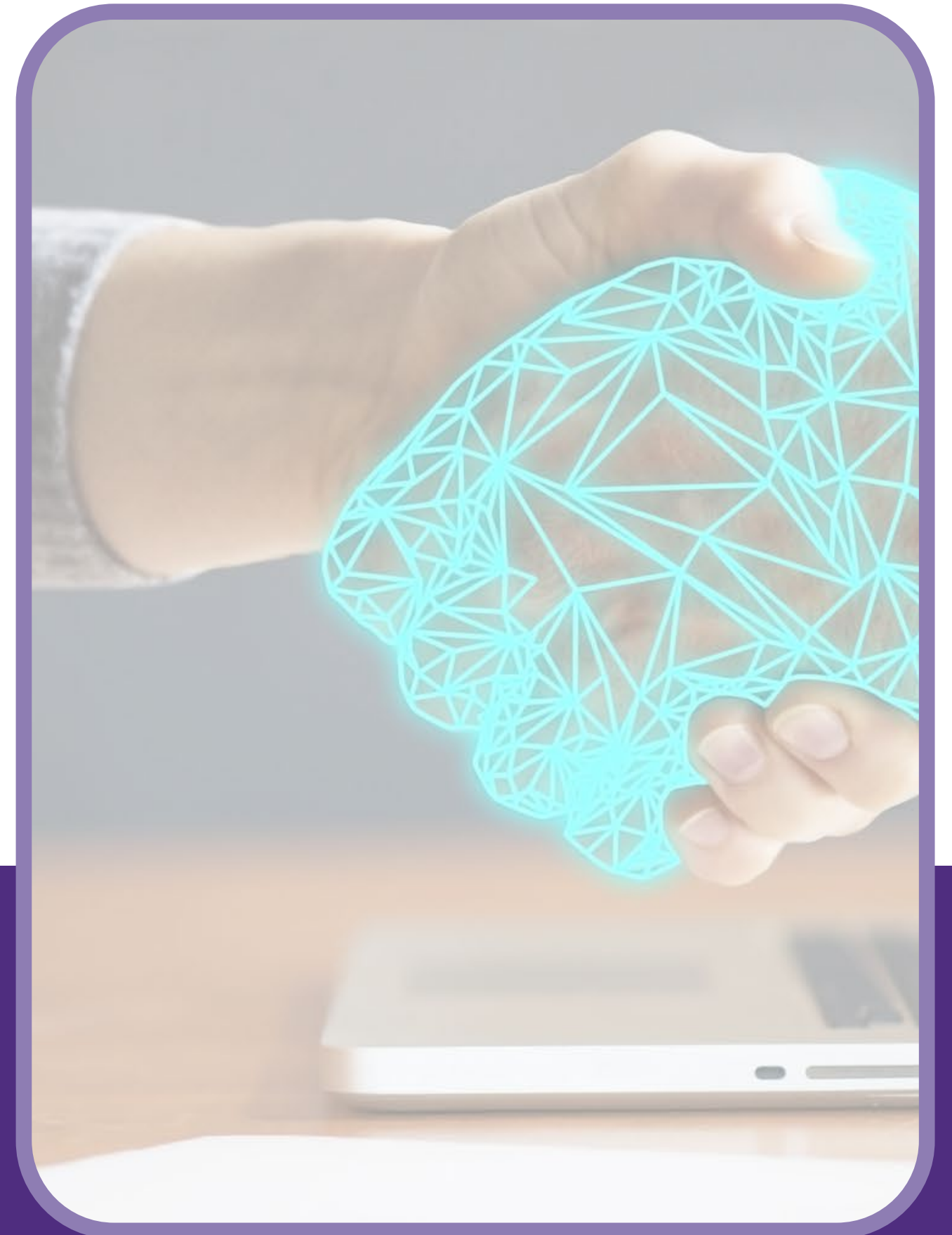
CONNECTION

Specific Review Standards

1.8, 1.9 - introductions

3.5 - feedback

5.2, 5.3 - regular interaction with
peers and instructor



APPLICATION

Provide multiple avenues to connect with the instructor and peers.

Examples:

- nudging - targeted, personalized emails
- mandatory check -ins
- polling
- discussion posts (video/visuals)
- peer -to -peer interactions
 - groups
 - individual contributions
- informal Q & A discussions
- video feedback



LEARNER SUPPORT

LEARNING NEEDS/PREFERENCES

- accessible
- inclusive
- holistic
- support services
- self-service
- learner agency



CONNECTION

General Review Standards

7 - Learner Support

8 - Accessibility and Usability



APPLICATION

Provide learners with links and descriptions of resources

Examples:

- links to institution resources
- descriptions for student services and resources
- instructor created video detailing services and how students can access them
- information is easy to access
- alt text, captions

Support Resources



FINAL THOUGHTS

Gen Z offers us insight to our future learners.

Our approach in higher ed needs to reflect their learning preferences and needs.

Everything about Quality Matters resonates with today's learners.



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THANK YOU

