Strategies for Teaching Across the Generations

David H. Roberts, MD

Dean for External Education

Associate Professor of Medicine

Harvard Medical School

Education is at the heart of patient care.
• I have no disclosures, financial or otherwise, related to the content of this talk to report
Goals and Overview

• Review current and prior US generational characteristics
• Understand generational roles in our learning environment today
• Review specific areas of strength and concern for today’s teachers and learners
• Strategies for enhancing cross-generational interactions and limit conflict
We are going to stay positive...

Bitterness keeps you from flying
Always stay humble and kind

Lori McKenna
Stoughton, MA
Your challenge? Negotiate needs...

**Teacher Role (needs)**
- Impart wisdom
- Mold learners into future leaders and clinicians
- Get work done (ultimate responsibility)
- Develop a successful career (teaching is a part)
- Leave a legacy

**Learner Role (needs)**
- Learn (and question)
- Complete development as learner
- Get work done (with autonomy)
- Develop own identity
- Point out how the past is the past and that things could improve
Who is here today?
“People try to put us down, Talkin’ ‘bout my generation...”
By the time you turned 30, what was the most important world event in your life?
Multigenerational Challenges in Academic Medicine: UCDavis’s Responses
Lydia Pleotis Howell, MD, Gregg Servis, and Ann Bonham, PhD

Abstract
Academic medicine is a unique work environment, one of the few where members of four different generations regularly interact and where evaluation for advancement, recruitment and retention, and attendance at required meetings. Awareness of the different generational qualities and values allowed the school of medicine to compensate plans, and creating peer-reviewed awards. The authors conclude that these efforts mitigate conflict, promote diversity, and allow multigenerational teams to function effectively and creatively in education, research, and clinical care.ngoing evaluation will further refine the cross-cutting edge

APM Perspectives
The Association of Professors of Medicine (APM) is the national organization of departments of internal medicine across the United States. APM was founded in 1924 and is dedicated to medical education, patient care, research, and professional development of medical professors. www.apmprofessors.org

Medical people
Lawrence G. Smit
Jean M Twenge

Mount Sinai School of Medicine
TWELVE TIPS

Twelve tips for facilitating Millennials’ learning

DAVID H. ROBERTS, LORI R. NEWMAN & RICHARD M. SCHWARTZSTEIN
Harvard Medical School, USA

Milieu in Dental School and Practice

Factors Associated with the Satisfaction of Millennial Generation Dental Residents

T. Michael Kashner, Ph.D., J.D., M.P.H.; Barbara K. Chang, M.D., M.A.

Teaching Radiology in the Millennial Era

Priscilla J. Slanetz, MD, MPH, FACR, Justin Kung, MD, Ronald L. Eisenberg, MD, JD
Is there really a new problem?
“Children nowadays are tyrants. They contradict their parents, chatter before company, gobble their food, and tyrannize their teachers.”

-- Socrates (469 – 399 BC)
<table>
<thead>
<tr>
<th>Generation</th>
<th>Birth Years</th>
<th>Famous Man</th>
<th>Famous Woman</th>
<th>Era of Awakening</th>
<th>Archetype</th>
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</thead>
<tbody>
<tr>
<td>Puritan</td>
<td>1588-1617</td>
<td>John Winthrop</td>
<td>Anne Hutchinson</td>
<td>Puritan Awakening</td>
<td>Prophet</td>
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<tr>
<td>Cavalier</td>
<td>1618-1647</td>
<td>Nathaniel Bacon</td>
<td>Bridget Bishop</td>
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<td>Nomad</td>
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<tr>
<td>Glorious</td>
<td>1648-1673</td>
<td>Robert &quot;King&quot; Carter</td>
<td>Hannah Dustin</td>
<td>Glorious Revolution Crisis</td>
<td>Hero</td>
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<tr>
<td>Enlightenment</td>
<td>1674-1700</td>
<td>Cadwallader Colden</td>
<td>Mary Musgrove</td>
<td></td>
<td>Artist</td>
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<tr>
<td>Awakening</td>
<td>1701-1723</td>
<td>Jonathan Edwards</td>
<td>Eliza Pinckney</td>
<td>Great Awakening</td>
<td>Prophet</td>
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<tr>
<td>Liberty</td>
<td>1724-1741</td>
<td>George Washington</td>
<td>Mercy Warren</td>
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<td>Nomad</td>
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<tr>
<td>Republican</td>
<td>1742-1766</td>
<td>Thomas Jefferson</td>
<td>Molly Pitcher</td>
<td>American Revolution Crisis</td>
<td>Hero</td>
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<tr>
<td>Compromise</td>
<td>1767-1791</td>
<td>Andrew Jackson</td>
<td>Dolley Madison</td>
<td></td>
<td>Artist</td>
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<tr>
<td>Transcendental</td>
<td>1792-1821</td>
<td>Abraham Lincoln</td>
<td>Elizabeth Cady Stanton</td>
<td>Transcendental Awakening</td>
<td>Prophet</td>
</tr>
<tr>
<td>Gilded</td>
<td>1822-1842</td>
<td>Ulysses S. Grant</td>
<td>Louisa May Alcott</td>
<td>Civil War Crisis</td>
<td>Nomad</td>
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<tr>
<td>Progressive</td>
<td>1843-1859</td>
<td>Woodrow Wilson</td>
<td>Mary Cassatt</td>
<td></td>
<td>Hero</td>
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<tr>
<td>Missionary</td>
<td>1860-1882</td>
<td>Franklin D. Roosevelt</td>
<td>Emma Goldman</td>
<td>Third Great Awakening</td>
<td>Artist</td>
</tr>
<tr>
<td>Lost</td>
<td>1883-1900</td>
<td>Harry Truman</td>
<td>Dorothy Parker</td>
<td></td>
<td>Prophet</td>
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<tr>
<td>GI</td>
<td>1901-1924</td>
<td>John F. Kennedy</td>
<td>Katherine Hepburn</td>
<td>Depression-WWII Crisis</td>
<td>Nomad</td>
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<tr>
<td>Silent</td>
<td>1925-1942</td>
<td>Martin Luther King, Jr.</td>
<td>Nancy Pelosi</td>
<td></td>
<td>Hero</td>
</tr>
<tr>
<td>Boomer</td>
<td>1943-1960</td>
<td>George W. Bush</td>
<td>Hilary Clinton</td>
<td>Consciousness Revolution</td>
<td>Artist</td>
</tr>
<tr>
<td>Millennial</td>
<td>1982-2001</td>
<td>Mark Zuckerberg</td>
<td>Hilary Duff</td>
<td>?Millennial Crisis</td>
<td>Nomad</td>
</tr>
<tr>
<td>Homelander</td>
<td>2002-2025?</td>
<td>??</td>
<td>??</td>
<td></td>
<td>Hero?</td>
</tr>
</tbody>
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Adapted from Howe & Strauss, Harvard Business Review 2007
What defines a “generation”

• Entire body of individuals who are born and living at about the same time
• Groups of individuals who because of shared age, experiences, and environment, also share attitudes, values, ideas, styles, and challenges
• Distinction from prior and future groups of individuals
Silent or Veteran’s Generation (1922-1945)

- Respect, service & loyalty
- “Traditional” roles
- Respect the system, work for security
- Strong heroes
- Defined by Great Depression & WWII
- Reward “job well done”
Baby Boomers (1946-1964)

- Social & political change
- Evolving gender roles
- Parallel lives of work and home
- “Live to work”
- Vietnam, civil rights, women’s liberation
- Rewards: money, title, recognition
“Everybody’s getting together after work to do some more work—you in?”
Generation X (1965-1980)

- Progressive ideas & cynicism
- Varied gender roles requiring decisions about “balance”
- Respect for expertise, working to have a “killer life”
- Dual-career families and “latch-key” kids
- Personal computer revolution
- Rewards: freedom and time
Biases to recognize and overcome

- Perceive in a positive light those who are BELIEVED to be similar
  - Similar-to-me
  - Affinity bias
  - Tribalism
What is it that is so different about today’s trainees?
Your challenges as educators

- Limited familiarity / comfort with technology
- Different approaches to content delivery / receipt
- Connecting with learners across culture / life
- Different beliefs related to needed depth of inquiry and knowledge
- Need to express expectations in clear way
“You never write, you never call, you never fax, you never e-mail, you never text, you never page.”
r u learning this...?

TWELVE TIPS

Twelve tips for using Twitter as a learning tool in medical education

SARAH EDITH FORGIE, JON P. DUFF & SHELLEY ROSS
University of Alberta, Canada
<table>
<thead>
<tr>
<th>Platform (s)</th>
<th>Key Features (and platform examples)</th>
<th>Educational Uses</th>
<th>Learning benefits</th>
<th>Pitfalls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twitter</td>
<td>Online social networking platform in which users post and read 140 character “tweets”</td>
<td><strong>Live twitter chat</strong>: Students can “post” live questions during a lecture. This screen can be showed on a PowerPoint presentation and/or online twitter stream.  <strong>Twitter quizzes</strong>: At the end of lectures, instructors can use Twitter quizzes and polls to check for understanding.  <strong>Twitter chat</strong>: Instructors may use this modality as a valuable, cost effective way to include students that were not able to make it to the lecture in person.  <strong>Twitter polls</strong>: Professors used twitter polls to get real-time feedback on their teaching styles.  <strong>Tweets</strong>: Instructors can “tweet” links about current media stories and clinical applications of a recent lecture.</td>
<td></td>
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<td></td>
<td></td>
<td>- Live twitter chat in a dual stream (showing twitter chat adjacent to lecture slides) on one large display may increase learner attention during lectures [19]  - Twitter quizzes and polls may be easier to use than standard clicker devices because students need only a device with internet connection  - Real time checks for understanding give professors an opportunity to address learner misconceptions  - Twitter chat engages students unable to attend lecture in person  - Twitter polls to evaluate teacher feedback allows the educator to adjust his/her practice for the next session, rather than wait for end-of-course evaluations  - Tweeting course-based material contextualizes the information and facilitates a more dynamic dialogue between instructor and learners [3]</td>
<td>- Character limit may restrict complexity of conversation  - Dual stream can result in an imbalance of cognitive load</td>
<td></td>
</tr>
</tbody>
</table>
“But you can’t miss her second-grade first-semester graduation!”
Millennial Generation (1981-2001) • Also known as Generation Y, the Net Generation, and Generation Me • Inquisitive, interested in equality • Aware of community, but with strong importance of self and individual • Sense of “post”-race/gender roles • Technology assumed and omnipresent (Internet, cell phones there from childhood) • Significant social upheaval (9-11, wars) • Financial instability (scandals, recession) • Disappointment from leaders and “heroes”
How can we optimize learning today?

- How do they appear to prefer to interact?
- What motivates these learners?
- How do they measure success?
- What do they need and want from teachers and mentors?
- How can we leverage what makes them tick?

Differences in motives between Millennial and Generation X medical students

Nicole J Borges,¹ R Stephen Manuel,² Carol L Elam³ & Bonnie J Jones⁴
What do current learners prefer?

- Well-structured, scheduled environments
- Computer-based, game-oriented
- Engagement in communities and through social networking
- Learning opportunities that can be fulfilled 24-7
Roots of workplace challenges

1. Parenting – low self-esteem
2. Technology – dopamine
3. Impatience – job satisfaction / relationships
4. Work Environment – corporate view

Simon Sinek
October 2016
Inside Quest
How can we be more effective teachers?

- Learners today need help with
  - Context
  - Prioritization
  - Understanding
  - Interpretation
- Can be overwhelmed by information
- Looking for the “bottom line”
- Relevance must be emphasized
- Offer opportunities to collaborate & learn as team
- Reinforce downsides to multi-tasking
- Discuss “digital professionalism”
What principles should we keep in mind when working across generations

• Learning demands engagement
• Active or “experiential” interactions
• Content is important, but delivery is key
• Explicit discussion of expectations and “norms”
• Rapidly accessible feedback is the norm
• Integrate education technology into interactions when at all possible
Dear Colleagues,

The 2019 IAMSE meeting offers many opportunities for faculty development and networking, and brings medical sciences and medical education across the continuum together. This year’s main topic is Adapting to the Changing Times in Health Sciences Education. One of our four confirmed keynote speakers is Geoff Talmon from the University of Nebraska Medical Center in Omaha, Nebraska, USA. Dr. Talmon will be speaking on the professional training and characteristics of Gen Z students.

**Generation Z: The New Kids on the Block**  
**Presenter: Geoff Talmon**  
**Plenary Address: Monday, June 10, 2019, 8:45 AM - 9:45 AM**

While the characteristics of Millennial learners have been widely discussed with regard to medical education, a new generation of learners will soon be entering health education: Generation Z. Despite their relative youth, a great deal is already known about this group. Although they share many similarities to their Millennial predecessors, key differences may have an impact on how Generation Z students’ preferences, perspectives, and motivations relate to professional training. This session will review the basics of the generations active in medical education today with particular focus on the characteristics of Generation Z students. Following this session, audiences...
Teaching & Learning in the modern age
Top communication options today

- 1. Text
- 2. Email (subject most important)
- 3. Social media
Technology poses new challenges for trainees in the realm of professionalism

- Medical blogging
- Interruptions by ringing phones
- Cameras ubiquitous
- Privacy settings on Facebook
- Linking to patients via email and social networking
Strategies for Success across Generations
Educate yourself and your colleagues about different generations

**HOW MILLENNIAL ARE YOU?**
**THE QUIZ**

Your Millennial score is **65!**

The higher your score, the more you have in common with members of the Millennial generation.

Compare your score with that of the typical member of the following generations:

- **Silent** (b. 1928-1945)
- **Baby Boomer** (b. 1946-1964)
- **Gen Xer** (b. 1965-1980)
- **Millennial** (b. 1981+)

See how each generation's answers compare to yours - and how each question affects your score.

- How did we compute your score?

Share your score
- Facebook
- Twitter

Beth Israel Deaconess Medical Center | A teaching hospital of Harvard Medical School
Discuss generational differences and recognize intergenerational conflicts
Find faculty / learner opportunities to connect
Silicon Valley’s Youth Problem

In start-up land, the young barely talk to the old (and vice versa). That makes for a lot of cool apps. But great technology? Not so much.

By YIREN LU   MARCH 12, 2014
Emphasize content, concepts & relevance over lists, facts and memorization
Attitudes and Perceptions of Internal Medicine Residents Regarding Pulmonary and Critical Care Subspecialty Training*

Scott Lorin, MD; John Heffner, MD, FCCP; and Shannon Carson, MD

(CHEST 2005; 127:630–636)

vs 3.31 ± 0.86, p = 0.03) [mean ± SD]. The five most commonly cited attributes of PCCM fellowship that would attract residents to the field included intellectual stimulation (69%), opportunities to manage critically ill patients (51%), application of complex physiologic principle (45%), number of procedures performed (31%), and academically challenging rounds (29%). The five most commonly cited attributes of PCCM that would dissuade residents from the field included overly demanding responsibilities with lack of leisure time (54%), stress among faculty and fellows (45%), management responsibilities for chronically ill patients (30%), poor match of career with resident personality (24%), and treatment of pulmonary diseases (16%).
Learn the language (and technology) of today’s learners
Recognize that current learners value aesthetics (and expect things to look good)
Emphasize opportunities for additional help and support, particularly at challenging transitions.
Recognize the importance of team dynamics and identify ways to value trainees’ input.
Be fair and straightforward
Identify the limits of multi-tasking and modern distractions
How to learn more
The “iGen” appears to be evolving rapidly

3 key factors
- Diversity (if absent)
- Tech dependent
- Parental modeling
Generation Z (Ages 1-20) = Communicates with Images

Attributes – Millennials vs. Gen Z

**Millennials**
- Tech Savvy: 2 screens at once
- Communicate with text
- Curators and Sharers
- Now-focused
- Optimists
- Want to be discovered

**Gen Z**
- Tech Innate: 5 screens at once
- Communicate with images
- Creators and Collaborators
- Future-focused
- Realists
- Want to work for success

Note: Gen Z defined in this report as those born after 1995. In 2016 they are ages 1-20. Note that there may be different opinions on which years each generation begins and ends.
Can you imagine how the next generation will learn?