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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.

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- 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…

Lori McKenna
Stoughton, MA

Bitterness keeps you from flying
Always stay humble and kind

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Your challenge? Negotiate needs…

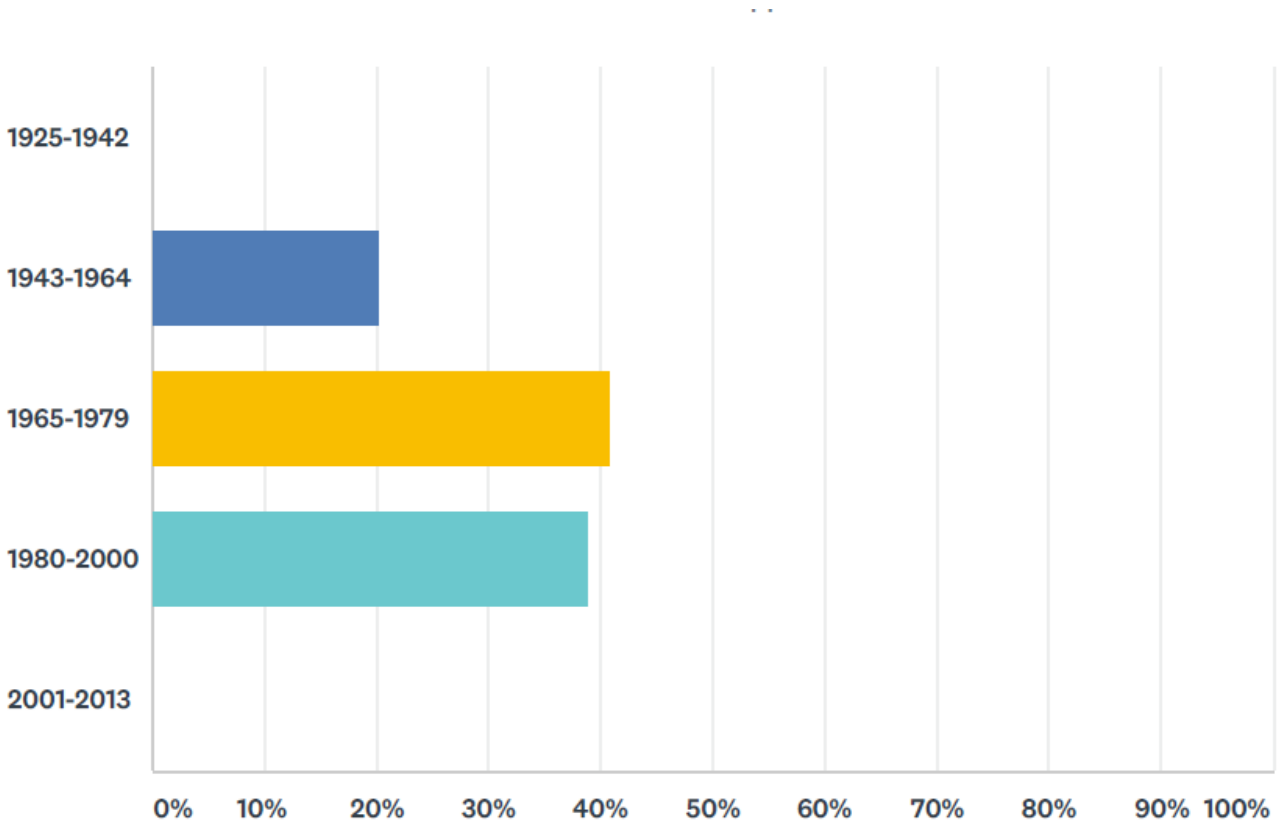
Teacher Role (needs)

- 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…"

????

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By the time you turned 30, what was the most important world event in your life?

Nurse Educator

Nurse Educator
Vol. 32, No. 1, pp. 21-23
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Lippincott Williams & Wilkins

Article

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

(which utilize flexible modules, menus of options, and alternative technologies for presentation), defining appropriate reward and incentives through

pensations plans, and creating peer-
ewed awards. The authors conclude
t these efforts mitigate conflict,
mote diversity, and allow
tigenerational teams to function
e effectively and creatively in
cation, research, and clinical care.
going evaluation will further refine

Educating a New C
Teaching Baby Boom
About Millennial Stud

Kara Mangold, MS, RN, BC

APM P

APM Perspectives

the cross-cutting edge

The A
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For
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Association of Professors of Medicine
Founded in 1954

Medical pro

Generational changes and their impact in the classroom: teaching Generation Me

Jean M Twenge

Lawrence G. Smit

Mount Sinai School of M

2012, 1–5, Early Online MEDICAL TEACHER

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

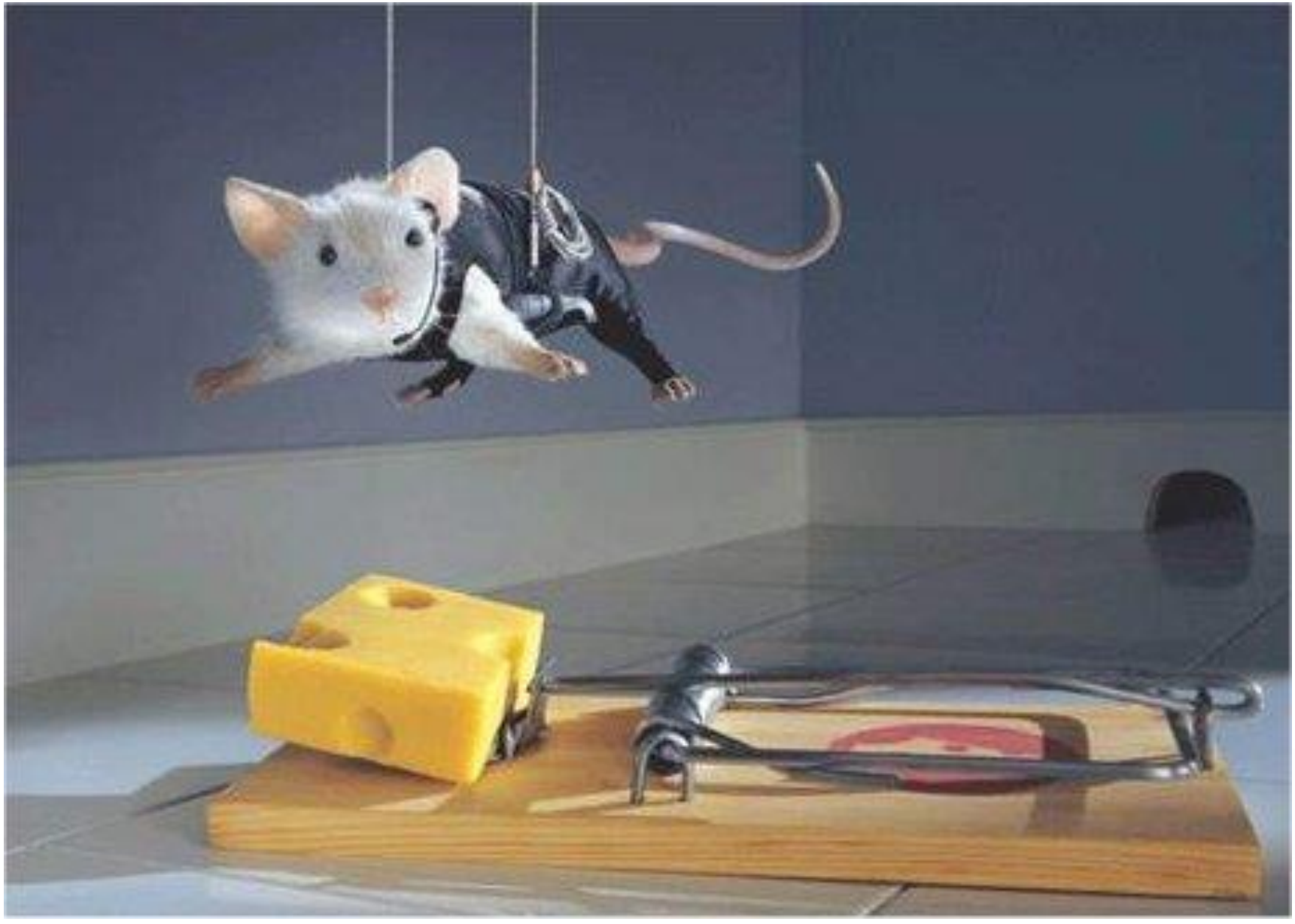
Factors Associated with the Satisfaction of Millennial Generation Dental Residents

Hwai-Tai C. Lam, Ph.D.; Terry G. O'Toole, D.D.S.; Patricia E. Arola, D.D.S., M.H.A.; T. Michael Kashner, Ph.D., J.D., M.P.H.; Barbara K. Chang, M.D., M.A.

Teaching Radiology in the Millennial Era

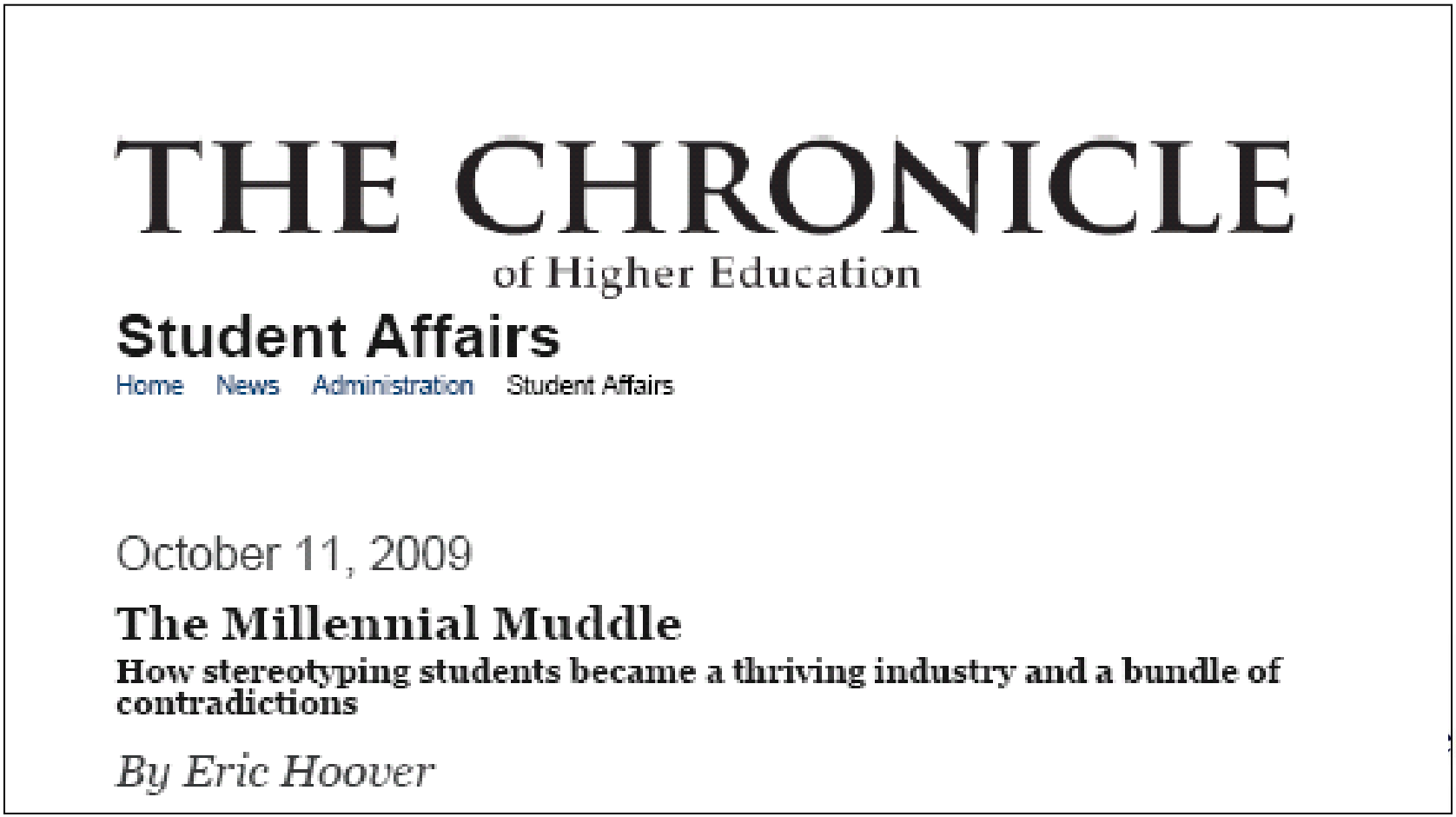
Priscilla J. Slanetz, MD, MPH, FACR, Justin Kung, MD, Ronald L. Eisenberg, MD, JD

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)



THE CHRONICLE

of Higher Education

Student Affairs

Home News Administration Student Affairs

October 11, 2009

The Millennial Muddle

How stereotyping students became a thriving industry and a bundle of contradictions

By Eric Hoover

Generation	Birth Years	Famous Man	Famous Woman	Era of Awakening	Archetype
Puritan	1588-1617	John Winthrop	Anne Hutchinson	Puritan Awakening	Prophet
Cavalier	1618-1647	Nathaniel Bacon	Bridget Bishop		Nomad
Glorious	1648-1673	Robert "King" Carter	Hannah Dustin	Glorious Revolution Crisis	Hero
Enlightenment	1674-1700	Cadwallader Colden	Mary Musgrove		Artist
Awakening	1701-1723	Jonathan Edwards	Eliza Pinckney	Great Awakening	Prophet
Liberty	1724-1741	George Washington	Mercy Warren		Nomad
Republican	1742-1766	Thomas Jefferson	Molly Pitcher	American Revolution Crisis	Hero
Compromise	1767-1791	Andrew Jackson	Dolley Madison		Artist
Transcendental	1792-1821	Abraham Lincoln	Elizabeth Cady Stanton	Transcendental Awakening	Prophet
Gilded	1822-1842	Ulysses S. Grant	Louisa May Alcott	Civil War Crisis	Nomad
Progressive	1843-1859	Woodrow Wilson	Mary Cassatt		Hero
Missionary	1860-1882	Franklin D. Roosevelt	Emma Goldman	Third Great Awakening	Artist
Lost	1883-1900	Harry Truman	Dorothy Parker		Prophet
GI	1901-1924	John F. Kennedy	Katherine Hepburn	Depression-WWII Crisis	Nomad
Silent	1925-1942	Martin Luther King, Jr.	Nancy Pelosi		Hero
Boomer	1943-1960	George W. Bush	Hilary Clinton	Consciousness Revolution	Artist
Generation X	1961-1981	Barack Obama	Sarah Palin		Prophet
Millennial	1982-2001	Mark Zuckerberg	Hilary Duff	?Millennial Crisis	Nomad
Homelander	2002-2025?	??	??		Hero?

Adapted from Howe & Strauss, Harvard Business Review 2007

What defines a “generation”

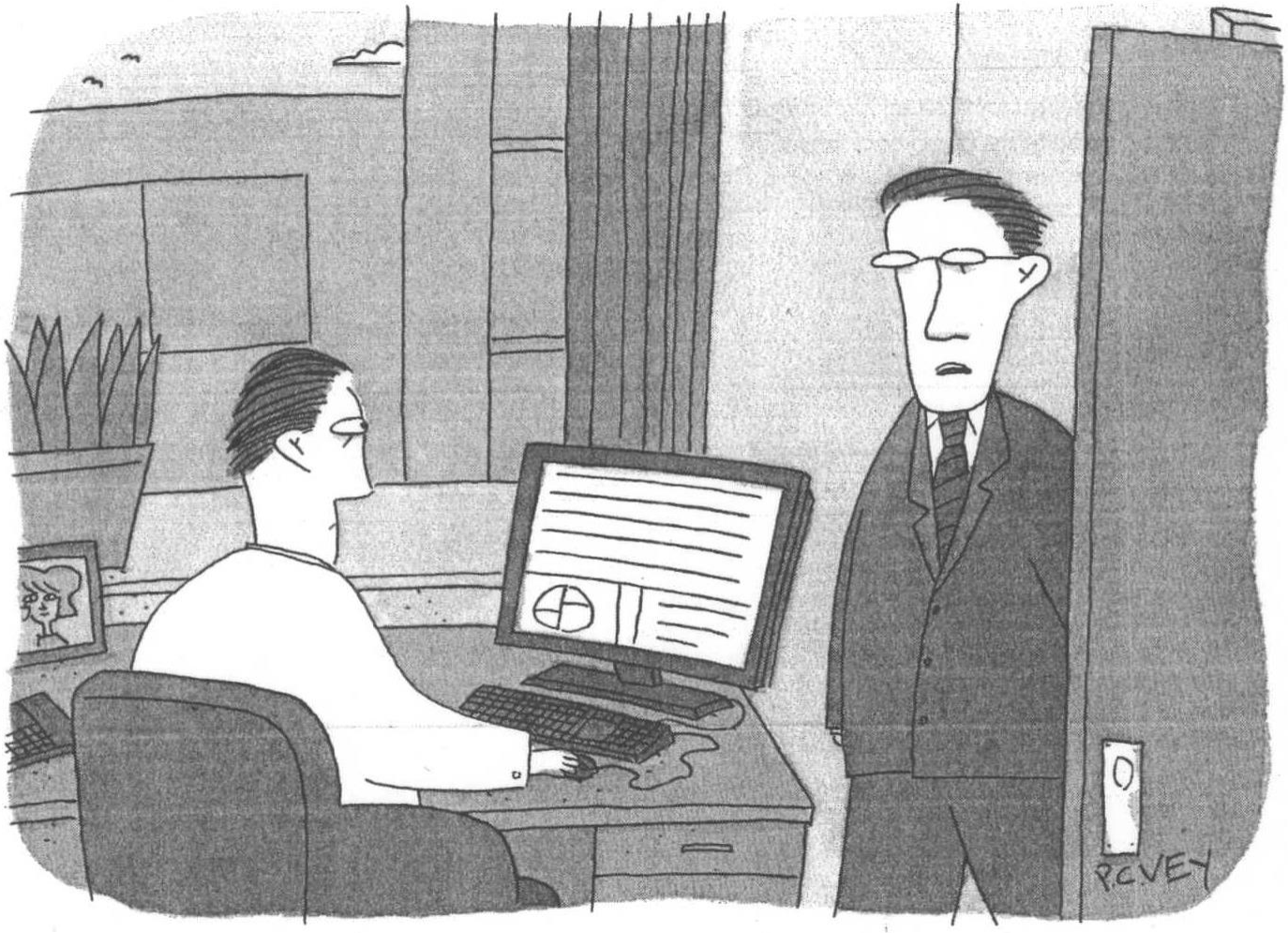
- Entire body of individuals who are born and living at about the same time
- Groups of individuals who because of shared age, experiences, and environment, **also share** attitudes, values, ideas, styles, and challenges
- Distinction from prior and future groups of individuals

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 & politic
- Evolving gend
- Parallel lives o home
- “Live to work”
- Vietnam, civil r women’s libera
- Rewards: mon recognition



"Everybody's getting together after work to do some more work—you in?"

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Generation X (1965-1980)

- Progress
- Varied ge
  requiring
  “balance
- Respect
  have a “k
- Dual-care
  “latch-ke
- Personal
- Rewards

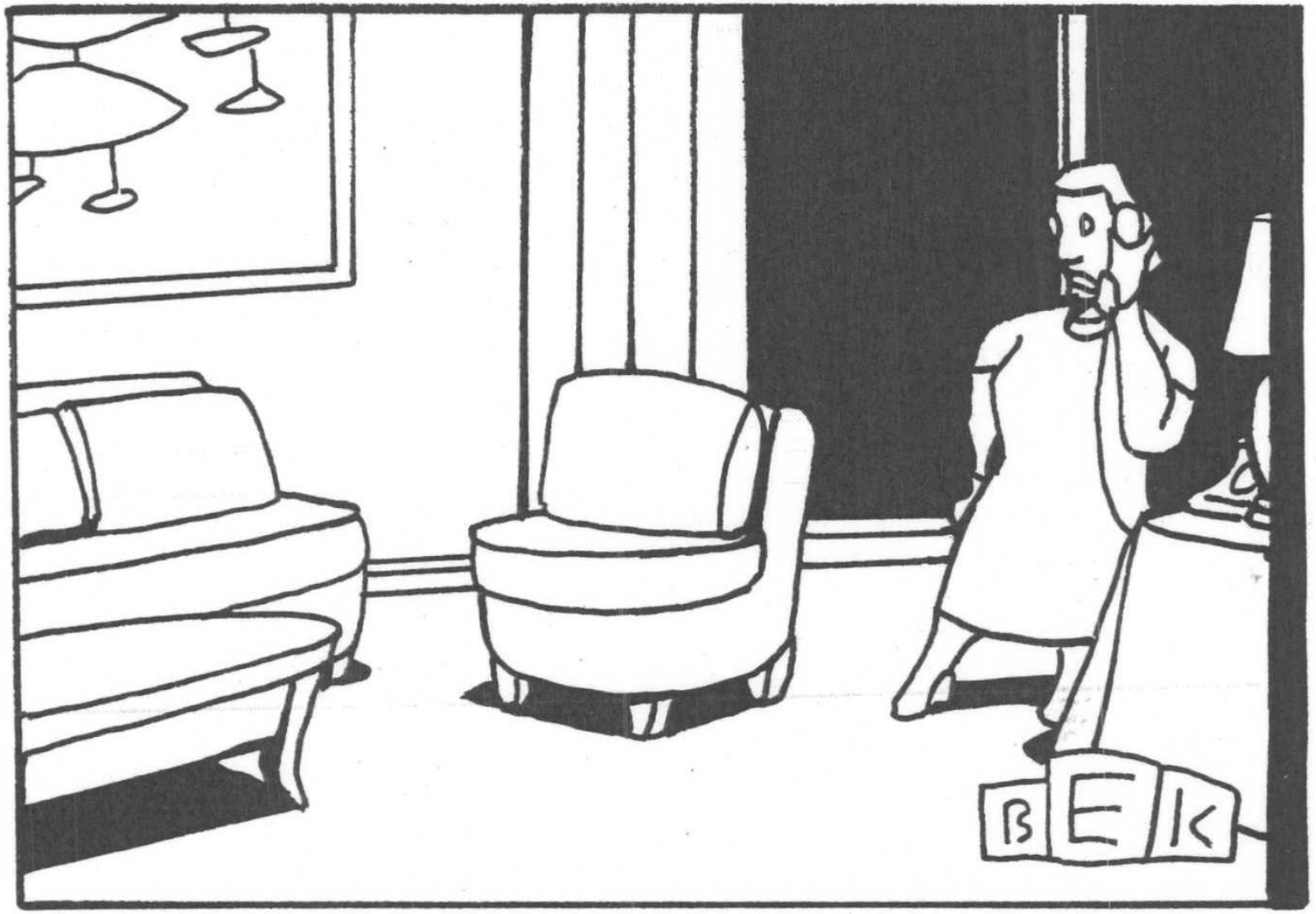
Biases to recognize and overcome

- 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."

www.newyorker.com

r u learning this…?

2013; 35: 8–14 MEDICAL TEACHER

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

Platform (s)	Key Features (and platform examples)	Educational Uses	Learning benefits	Pitfalls
Twitter	Online social networking platform in which users post and read 140 character "tweets"	**Live twitter chat:** Students can "post" live questions during a lecture. This screen can be showed on a PowerPoint presentation and/or online twitter stream. **Twitter quizzes:** At the end of lectures, instructors can use Twitter quizzes and polls to check for understanding. **Twitter chat:** 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. **Twitter polls:** Professors used twitter polls to get real-time feedback on their teaching styles. **Tweets:** Instructors can "tweet" links about current media stories and clinical applications of a recent lecture.	- 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]	- Character limit may restrict complexity of conversation - Dual stream can result in an imbalance of cognitive load

Ko, et al. Dermatology Online Journal, 2017

Volume 23 Number 10 | October 2017
DOJ 23 (10): 2

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"But you can't miss her second-grade first-semester graduation!"

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SOCCER

OMG!
I JUST GOT
BORN!

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?

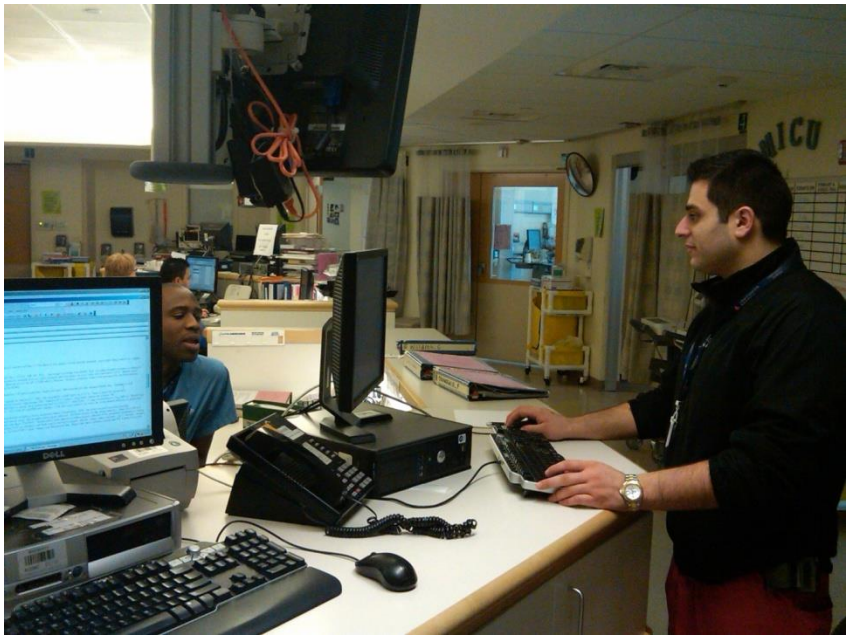
Differences in motives between Millennial and Generation X medical students

Nicole J Borges,[1] R Stephen Manuel,[2] Carol L Elam[3] & Bonnie J Jones[4]

Medical Education 2010: 44: 570–576

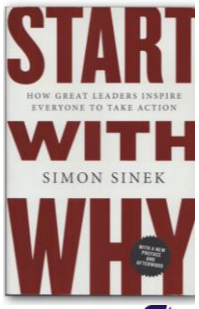
What do current learners prefer?

- 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

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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”

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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

What / who comes next?

Wed 1/30/2019 10:48 AM

Roberts,David (HMFP - Pulmonary) <dhrobert@bidmc.harvard.edu>

Fwd: [External] [DR-ED] #IAMSE19 - Plenary Speaker Highlight: Geoff Talmon

To Roberts, David H.

Dear Colleagues,

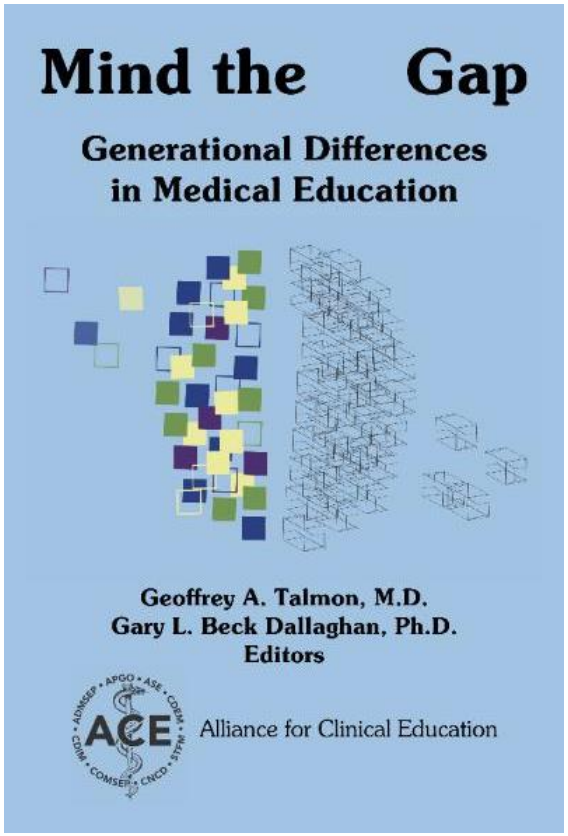
The 2019 IAMSE meeting offers many opportunities for faculty development and networking, and brings medical sciences and medical education across the continuum together. This year's main topic is Adapting to the Changing Times in Health Sciences Education. One of our four confirmed keynote speakers is 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, audience



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Teaching & Learning in the modern age

Information Acquisition

Content Dissemination

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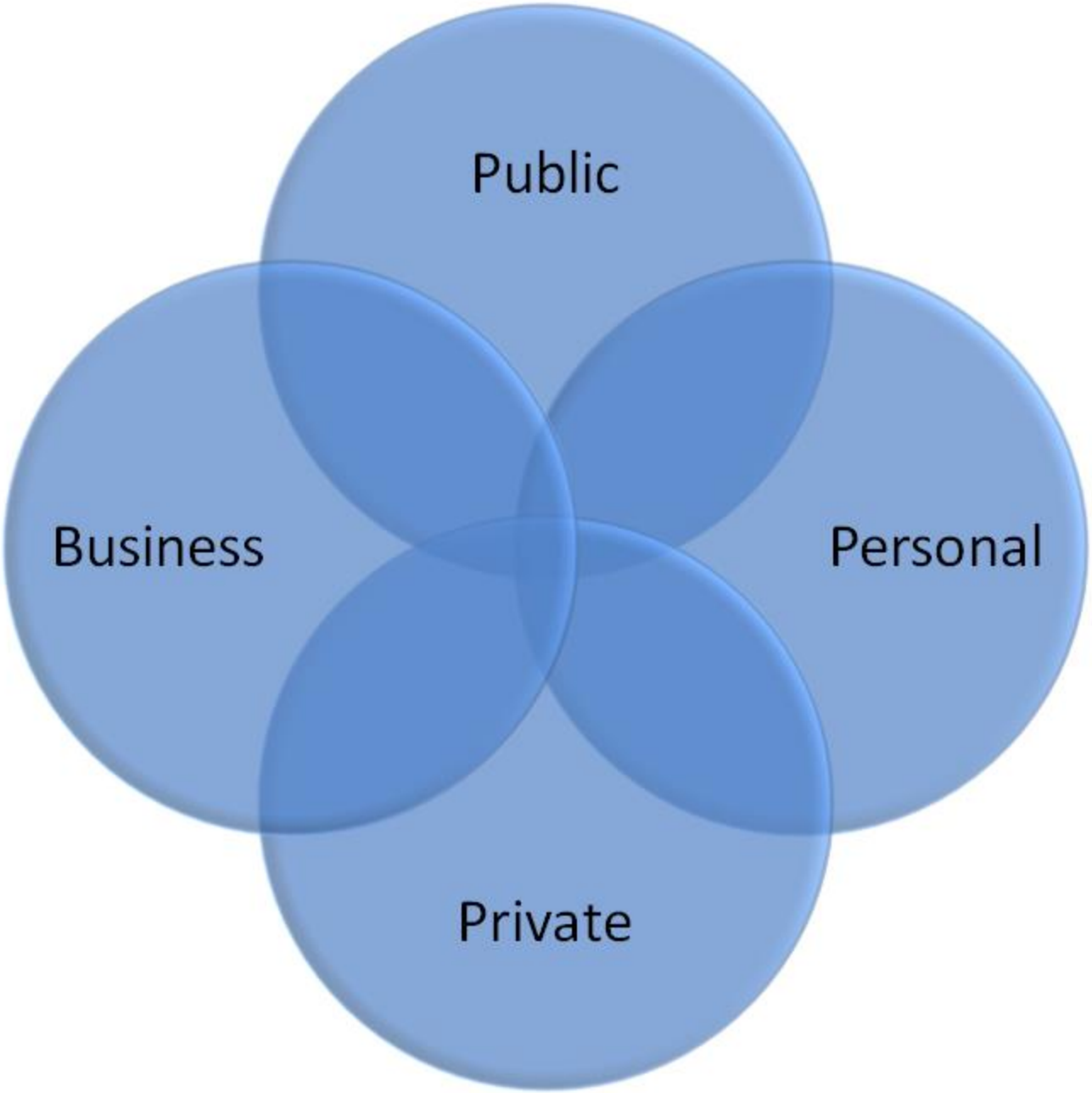
Top communication options today

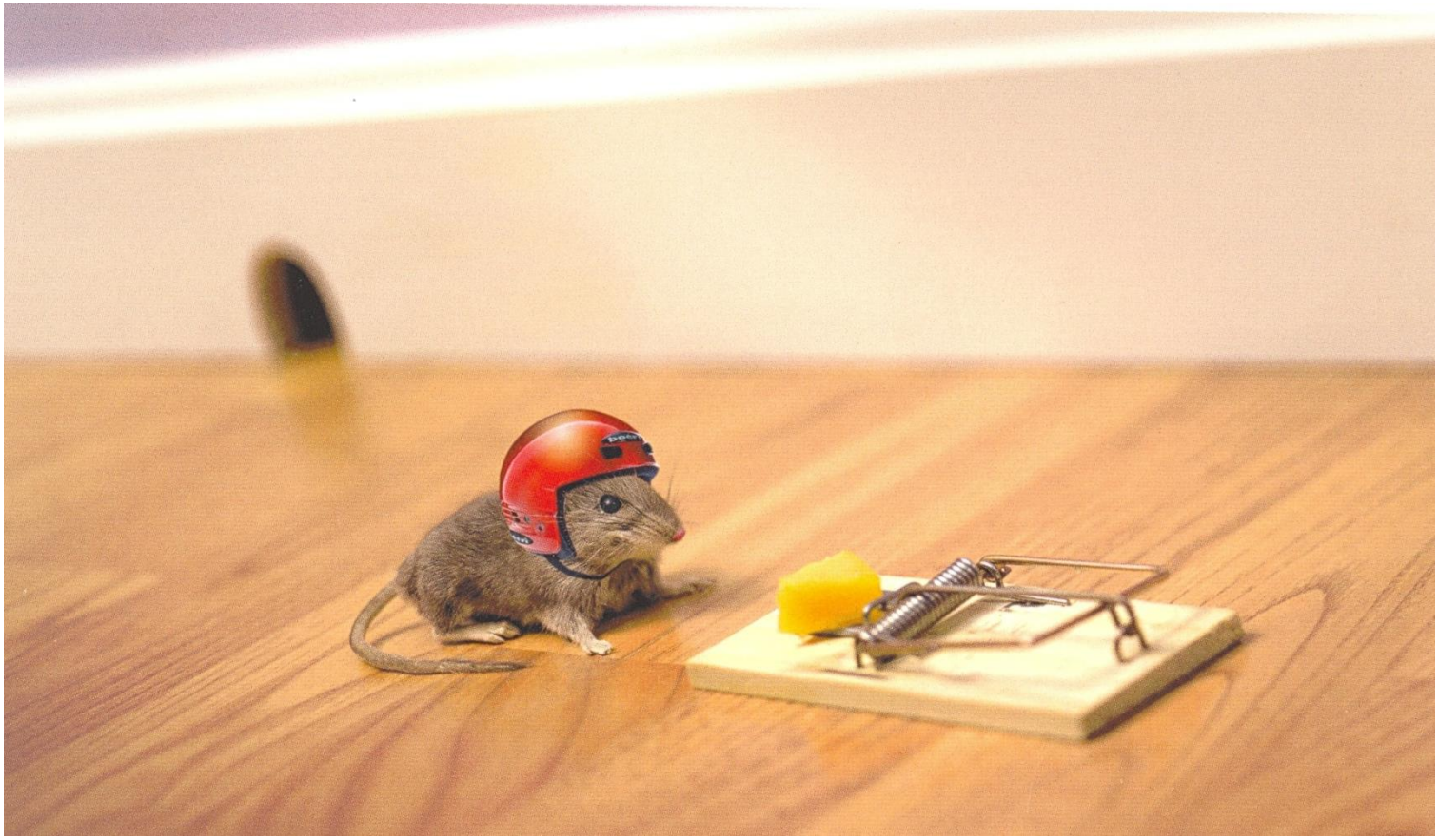
- 1. Text
- 2. Email (subject most important)
- 3. Social media

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


Public
Business
Personal
Private

Strategies for Success across Generations



Educate yourself and your colleagues about different generations

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Discuss generational differences and recognize intergenerational conflicts

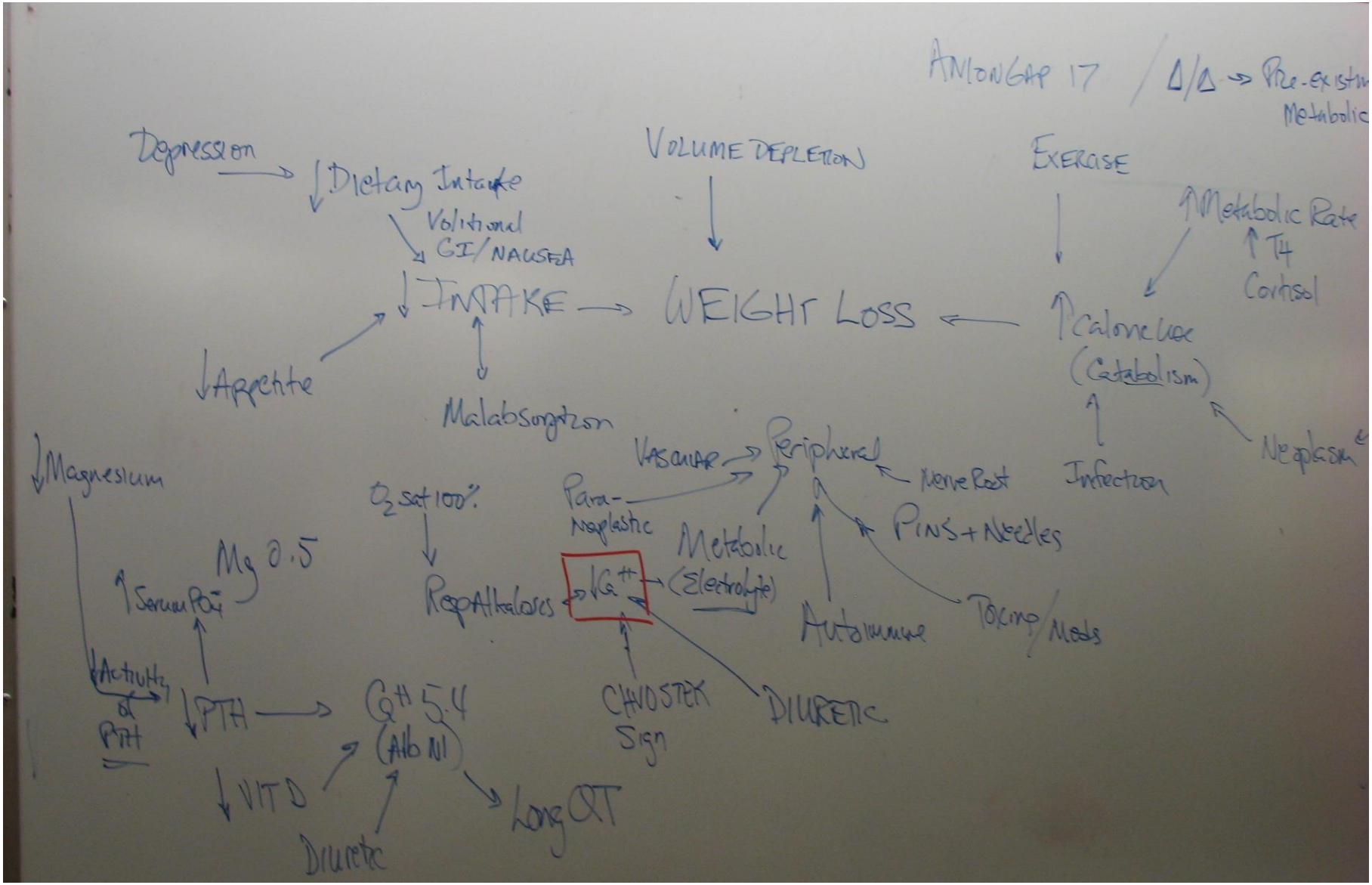
Find faculty / learner opportunities to connect

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



Identify yourself and your teaching philosophy

special reports

Attitudes and Perceptions of Internal Medicine Residents Regarding Pulmonary and Critical Care Subspecialty Training*

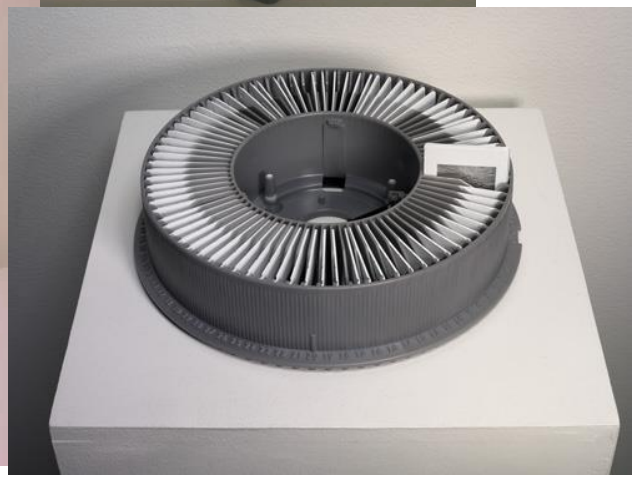
Scott Lorin, MD; John Heffner, MD, FCCP; and Shannon Carson, MD

(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)



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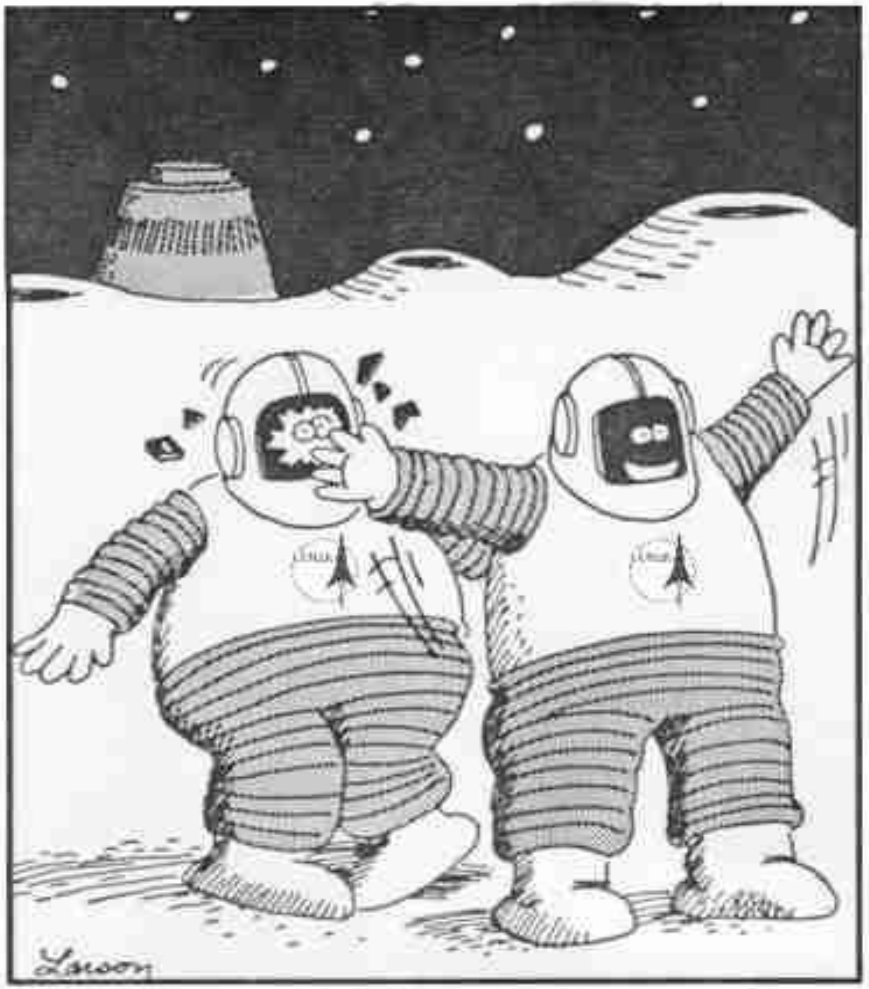
Emphasize opportunities for additional help and support, particularly at challenging transitions

Recognize the importance of team dynamics and identify ways to value trainees' input

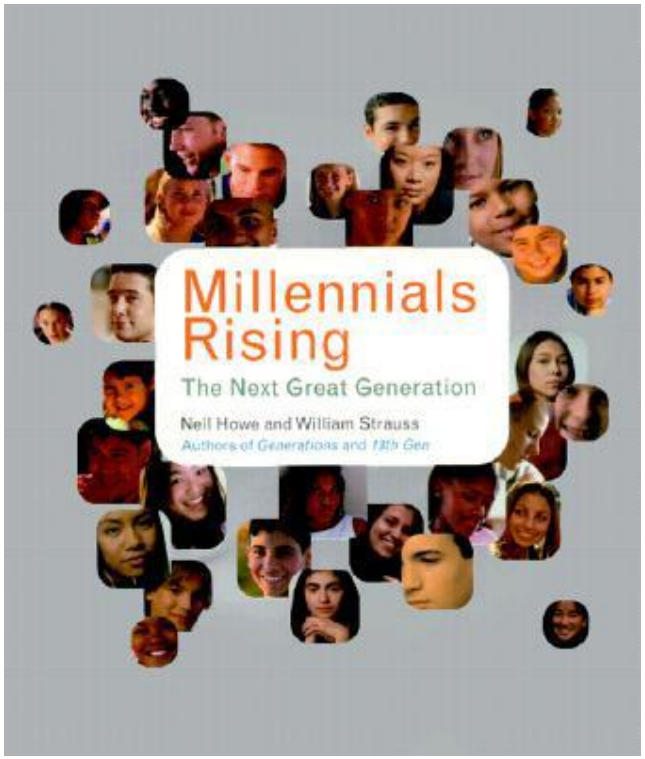


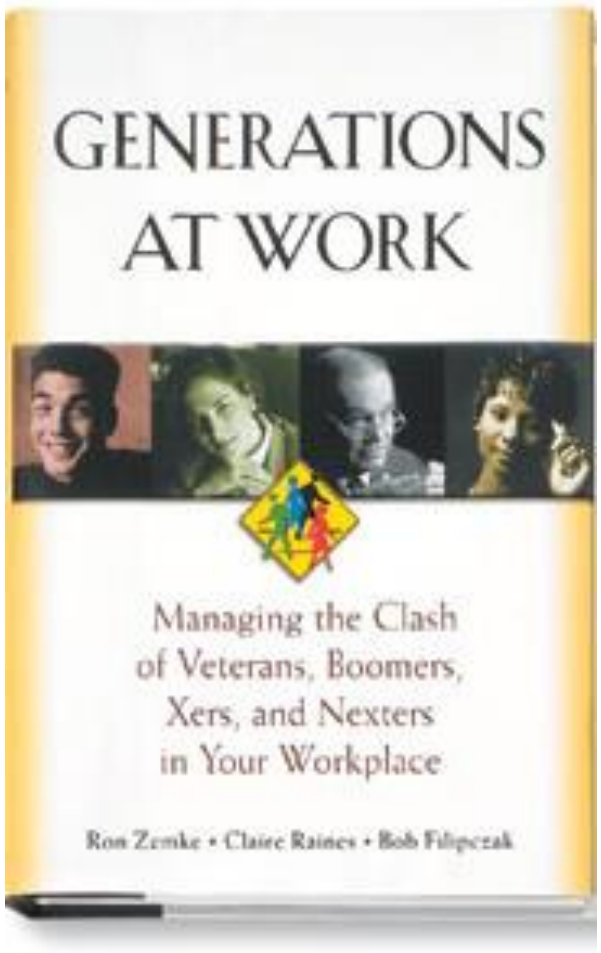
"We've made it, Warren! ... The moon!"

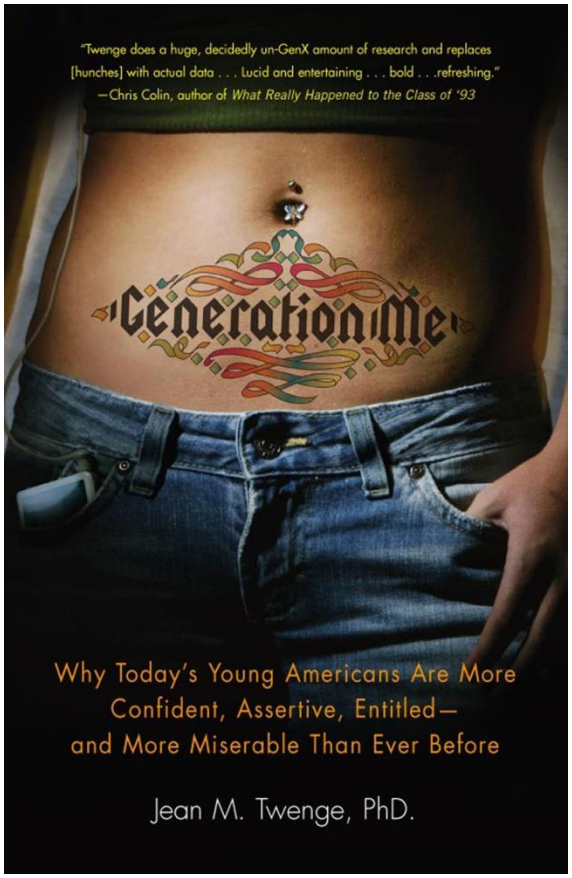
Be fair and straightforward

Identify the limits of multi-tasking and modern distractions

How to learn more







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The “iGen” appears to be evolving rapidly

Generation Z (Ages 1-20) = Communicates with Images

Attributes – Millennials vs. Gen Z

Millennials	vs	Gen Z
Tech Savvy: 2 screens at once		Tech Innate: 5 screens at once
Communicate with text		**Communicate with images**
Curators and Sharers		Creators and Collaborators
Now-focused		Future-focused
Optimists		Realists
Want to be discovered		Want to work for success

@KPCB

Source: "Engaging and Cultivating Millennials and Gen Z," Denison University and Clogie, 12/14.
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?