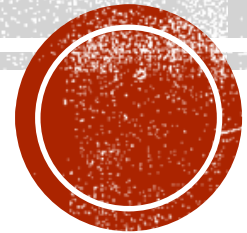


GEN Z: WHY EXPERIENTIAL LEARNING IS IMPORTANT!

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GENERATIONALLY SPEAKING

- Life Course Theory
- Generations as social groups
- Defining a generation
 - Age effects
 - Cohort effects
 - Historical effects
 - Dates



GENERATION Z

- Characteristics
 - Concern about student debt
 - Childhood experiences with War on Terror and Recession
 - Risk averse
 - Progressive
 - Digital natives
 - Networked and isolated
 - Entrepreneurial
 - Education is valued
 - Changing need for education



NACE COMPETENCIES

- Critical Thinking/Problem Solving
- Oral/Written Communication
- Teamwork/Collaboration
- Digital Technology
- Leadership
- Professionalism/Work Ethic
- Career Management
- Global/Intercultural Fluency



NACE COMPETENCIES DEFINED:

- **Critical Thinking/Problem Solving:** Use sound reasoning to analyze issues, make decisions, and solve problems. Obtain, interpret, and use knowledge, facts, and data in this process; may demonstrate originality/inventiveness.
- **Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms. Able to express ideas to others; can write/edit written documents clearly and effectively.
- **Teamwork/Collaboration:** Able to work within a team structure & negotiate and manage conflict.
- **Digital Technology:** Leverage existing technologies. Effective adaptability to new and emerging technologies.



NACE COMPETENCIES DEFINED: CONTINUED

- **Leadership:** Leverage the strengths of others to achieve common goals. Able to assess and manage his/her emotions; use empathetic skills to guide & motivate; organize, prioritize, and delegate work.
- **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. Able to learn from mistakes.
- **Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth.
- **Global/Intercultural Fluency:** Value, respect, and learn from diversity. Openness, inclusiveness, sensitivity; ability to interact respectfully with all people and understand individuals' differences.



HOW TO INCORPORATE NACE COMPETENCIES IN EXPERIENTIAL EDUCATION!

- Guided reflections in your journal assignments
- Assigned suggested readings that reflect the most important competencies
- Incorporate each competency in each students' Learning Outcomes
- Example: (SUNY Potsdam's Internship Proposal, Summer 2019)
- Use your final culminating paper or final presentations with guided questions using each NACE Competency
- Use a résumé assignment to include their **Experiential Education Activity** and then have your student articulate each NACE Competency covered (Students will need your assistance with this one!)
- S.M.A.R.T Goals Handout!



“As I have already expressed to you, I was originally concerned with [the first] exhibit space. **The idea of censoring any of these kids’ pieces** was something that wasn’t settling right with me. Among other things, our mission was to create a safe space for expression. I have been holding this closely and thinking about the implications of not doing so. I asked myself how I could ask these kids to be vulnerable, to put themselves out there in a way they never had and not reciprocate or support that. As I was reflecting on all of that, I found that this project for me went deeper than I realized. My past four years at [university] have been truly transitional and reflective in a lot of ways. I came out to my family and friends my freshman year here and since then have been discovering myself in different ways. I have experienced this as a beautiful opportunity to be myself but also as an adversity I’ve had to overcome. **I felt a sense of sameness with the kids at [the] high school** knowing what a sense of adversity feels like, knowing what it feels like to be small and also know what it feels like to be heard. That being said, I had to share my feelings and speak out for something that I knew was right. **Since these kids are speaking out on controversy, I wanted to make sure I was too**” (Scarlett, reflection paper, April 15, 2018).

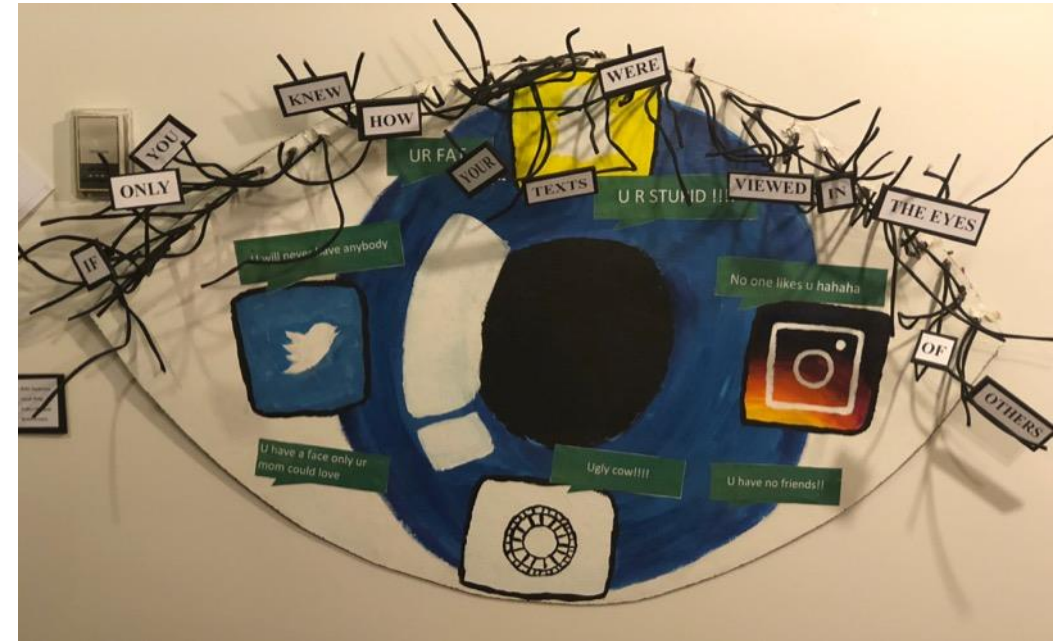


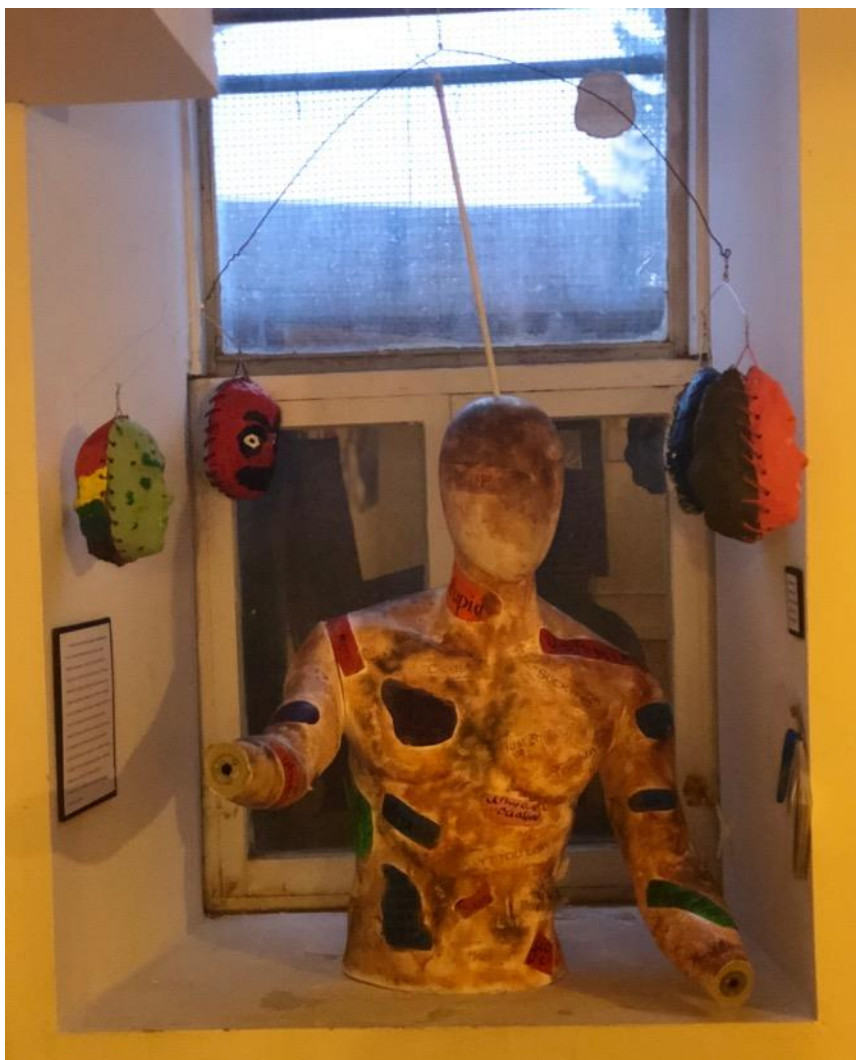


“I’ve been at [this university] for four years now and know that I have been **stuck in a bubble**. There is so much about this area that I don’t know or understand, and even though this project was only a semester long, I learned so much about the ways students in this part of the world express themselves and interact on a daily basis” (Wren, reflection, May 8, 2018).



“**Social media** is extremely controlling in a teenager’s life. **It is how they communicate with one another, how they can craft an identity for themselves, and how they stay filled in on what’s happening not only in their friends’ lives, but what’s happening in the news.** Many adults believe that technology and social media is a fad that teenagers can stop using at any moment. While in theory, we should be able to log off of our accounts, it is quite difficult because it is how we are able to do all of the things I previously listed. I find myself saying ‘we’ in statements about social media, because I too am feeling the same attachment, and consequently, the pressures from social media. **This project showed me how detached I was from people who are not that much younger than me, which it disheartening because I find that we share many of the same pressures**” (Meaghan, reflection, May 7, 2018).



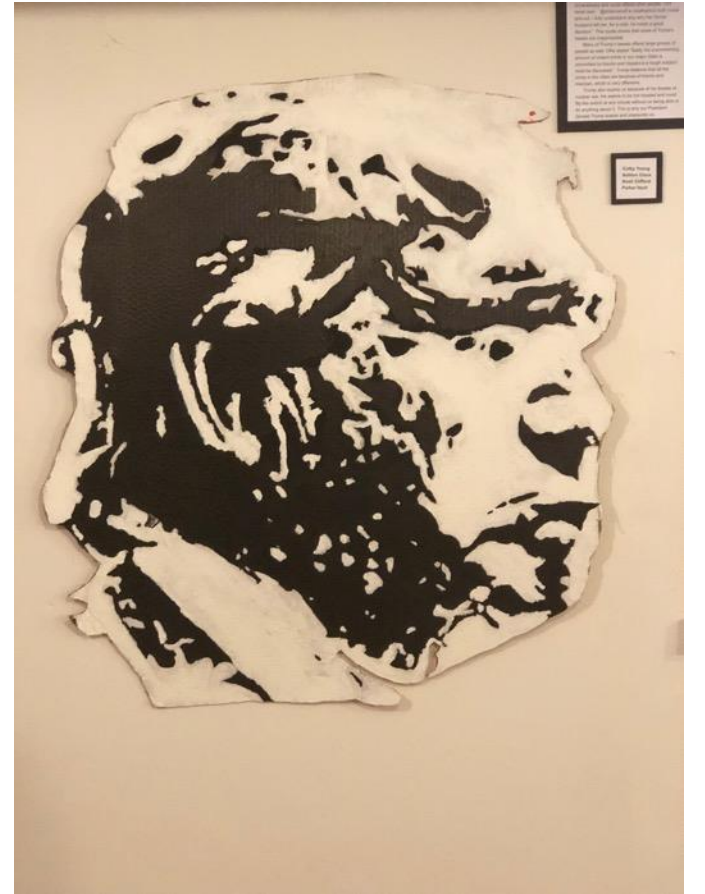


“It was not until I saw the artwork that I realized how receptive young minds can be and the gravity of the pressures that they feel. For example, I knew that male students are pressured to take on **hyper masculinity**, but I did not realize that male students were **consciously aware of these pressures enough to articulate it** and create a beautiful work of art” (Stella, reflection, April 15, 2018).





“I was trying to do some reflecting on my **political awareness** at their age and I do not know if I was as informed about the issues as they are. The fact that they are discussing issues more than a controversial president, but the tensions between North Korea and the current opioid crisis. When I was there age the only drug I thought I had to worry about was marijuana and alcohol” (Finn, reflection, May 6, 2018).





“Implicit in the banking concept is the assumption of a dichotomy between human beings and the world: a person is merely *in* the world, not *with* the world or with others; the individual is spectator, not re-creator. In this view, the person is not a conscious being (*corpo consciente*); he or she is rather the possessor of a consciousness: an empty ‘mind’ passively open to the reception of deposits of reality from the world outside” (Freire, 1970, p. 75).

Experiential education allows Gen Z students to resist the banking concept of education that they have experienced in this era of standardized testing!

