

# Effective Communication with Generation Z for Learning and Teaching

## Who are Generation Z?

Generation Z (Gen Z) is comprised of those born between mid-1990s and 2010 (Walliker, 2008). Some of their characteristics may have an impact on our teaching.

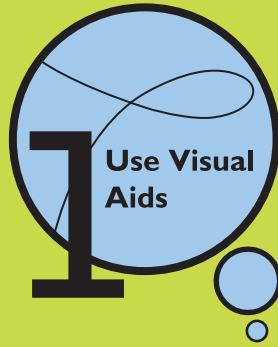
## Characteristics of Generation Z

Growing in a technology savvy environment, Gen Z can access information freely and use social media to connect with people around the world. To Gen Z, technology means more than just a tool: “it is a part of who they are” (Sladek & Grabinger, 2014). They communicate information with their friends through social media such as Facebook and Instagram. To Gen Z, their gadgets and profiles are simply extensions of themselves (Sladek & Grabinger, 2014). Gen Z are digitally competent and connected. Unlike their older generations, Gen Z do not have to spend much time searching for information; they know how to obtain the information in a matter of minutes and use the rest of their time to analyse the information and create solutions. Gen Z prefer to multi-task, as they grow up with a highly sophisticated media and computer environment which enables them to tackle multiple tasks at once. Multi-tasking reflects Gen Z’s preference for speed (Arthur, 2012). They crave for immediate feedback, fast and simple answers. What are the implications of these traits to you as a teacher?

# 7 Teaching Tips for Teaching Generation Z

People are aware of the impacts of Gen Z on society and education; and tried to find out what teachers could do to communicate with them and facilitate effective learning and teaching. The followings are teaching tips and strategies for teaching Gen Z.

It has been said that most Gen Z are visual learners. They want the messages and the information given to them to be visually digestible. Teachers could employ tools such as videos, images, symbols and graphics to meet the visual learning needs of Gen Z.



In order to engage Gen Z, teachers should get them involved quickly by providing feedback. They want feedback because they desire to assess the achievement of their work. Positive feedback could help them find meaning in their classroom and subject. For example, teachers could provide timely feedback using quizzes and presentations in the classroom.

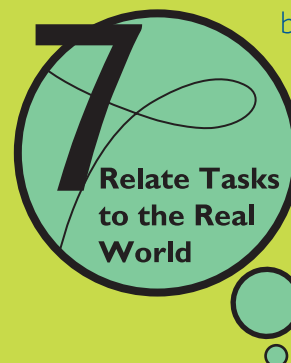


Taking the advantages of social media, Gen Z could create work team and exchange their ideas and information with their families, friends, and like-minded strangers on the Internet and when they need help, they reach out to their online communities. In this regard, you could use YouTube and Facebook to create a platform for you to connect to your students.

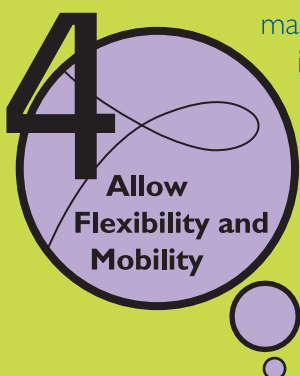


Gen Z prefer active experience than passive observation or being taught. Teachers could design experiments, practical workshops or interactive games which are more authentic for Gen Z learners. Meanwhile, teachers could provide chances to let them express individuality in their work. Autonomy and self-expression are what Gen Z crave for.

Teachers should treat Gen Z students as adults and do not talk down. Gen Z are indifferent to authority. They have grown up being taught that everyone's opinion is worth considering and should be valued. So teachers could offer them the opportunities to assist in decision making in the class.



Gen Z wish to feel that what they are doing is meaningful and important. They should be tasked with authentic situation and solving real world problems. Teachers should provide connections with the real world they are living in. Activities such as case studies and debates on current issues could be implemented in class.



Online learning and flexible delivery make student-centricity more important than ever. Teachers should be aware that the traditional concept of "classroom" has been flipped and should allow flexibility and mobility of learning and teaching. Teachers should provide flexible, fun and interactive learning experiences inside and maybe outside the classroom.

## References:

1. Arthur, R. (2012). Here Comes Generation Z. Retrieved July 20, 2015 from <http://search.proquest.com.eproxy.vtdlib9.vtc.edu.hk:2048/abiglobal/docview/1441703655/abstract/75CBAEFDEA824F98PQ/1?accountid=29075>
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3. Walliker, A. (2008). Generation Z Comes of Age. Retrieved July 20, 2015 from <http://www.heraldsun.com.au/news/national/gen-z-here-they-come/story-e6frf716-1111115637247>



# 與Z世代

## 在教學上的有效溝通

### 誰是Z世代？

Z世代(Gen Z)是指1990年代中至2010年出生的人(Walliker, 2008)。他們某些性格特質會影響我們的教學方式。

### Z世代的性格特徵

Z世代成長於科技發達的環境，他們能隨意獲得資訊以及透過社交媒體與不同地域的人聯絡。對Z世代來說，科技不只是一件工具，而是「自我的一部分」(Sladek & 2014)。他們透過社交媒體，例如Facebook和Instagram與朋友交流資訊。智能電子產品、自我簡介(profiles)對Z世代來說就是自我的延伸(Sladek & 2014)。Z世代的生活與數碼科技密不可分。與前幾世代不同，Z世代不再需要花大量時間於搜尋資料；他們懂得如何於幾分鐘內獲得資訊，然後把時間留下來分析內容並提出方案。有指Z世代傾向多工(multi-tasking)的工作模式，是因為資訊流通方便，而且他們在數碼及電腦環境下成長，令他們可同時處理多項任務。多工模式反映Z世代追求速度的性格特質(Arthur, 2012)。他們希望得到即時意見、快而準確的答案。到底這些特質如何影響作為教師的你呢？

# 7個針對Z世代的教學建議

人們開始留意到Z世代於教育以至社會上帶來的影響；並嘗試找出有效幫助教師與Z世代溝通、優化教學的方法。以下是針對教育Z世代的建議與策略。

大部份Z世代傾向透過視覺學習。以視覺來表示的資料和訊息對他們來說較容易消化。教師可以採用例如影片、符號或符號圖像等工具來應對Z世代的視覺學習需要。



教師應迅速給予學生回饋，以拉近與Z世代的距離。Z世代渴望成功的個性令他們十分著緊回饋。正面的回應能協助他們找到學習本科的意義。例如，教師可以經常在測驗和匯報時提供即時意見。



運用社交媒體的優勢，Z世代能在網上組織工作小組；與家人、朋友、甚至從不見面的網友交流意見。有困難時，他們亦會向網上的社交圈子救助。教師可嘗試多用YouTube和Facebook等媒體作為與學生溝通的平台。



Z世代喜歡主動實踐，多於被動地去觀察或上課。教師可以設計一些實驗、工作坊或互動遊戲來鼓勵Z世代學生參與較真實的學習內容。同時，教師可以提供機會讓學生於功課中表現自我。自主權以及自我表現皆為Z世代所重視的。

教師應把Z世代學生當作成人看待，並且避免命令他們。Z世代不輕易認同權威。他們從小被教育人人生而平等的概念，各人的想法都應被重視。課堂上，教師可以多讓學生自己做決定，並從旁協助。



Z世代希望自己的習作是重要且有意義的。他們應設身處地去嘗試解決現實世界的難題。教師應提供平台讓學生感受現實環境，例如個案研究、辯論社會議題等都可應用於課堂上。



網上學習和具彈性的學習模式令學生為本更形重要。教育不再局限於「教室」的傳統定義中，而是有彈性和靈活性的。教師應給予學生具彈性、有趣味以及互動的課堂及課外的學習體驗。

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