

GENERATION Z, DIVERSITY, AND THE CLASSROOM

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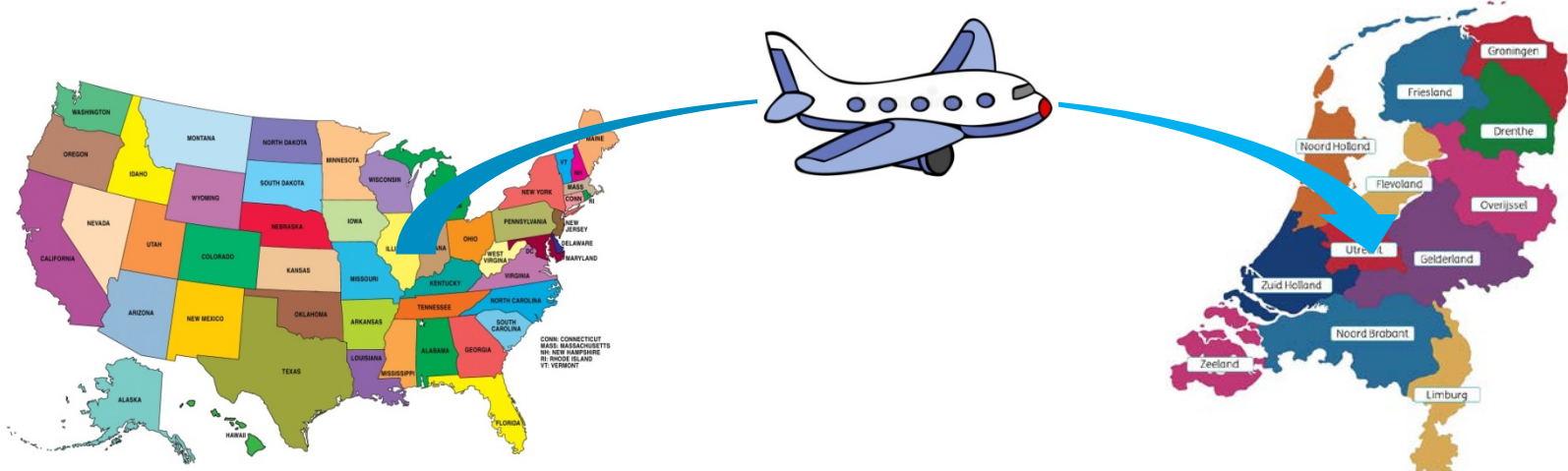
Today we'll discuss...

- Introduction & Session Goals
- Who is Generation Z?
- Incorporating Diversity in the Classroom
- Getting Comfortable
- Questions?

Introduction

A little bit about me:

- Dutch transplant
- Student Life Officer at Amsterdam University College
- Faculty Member at IES Abroad Amsterdam



Session Goals

In this session, we aim to:

- Have an open, candid conversation about challenges related to meaningfully incorporating diversity in the classroom and student services
- Generally grasp how Generation Z engages with diversity and identity
- Introduce strategies to meaningfully contextualize difference in these settings



WHO IS GENERATION Z?

Characteristics, Background, and Classroom
Engagement

Discussion

As a group: What trends have you noticed in your students in the past 10 years? What has changed?

Characteristics: The Headlines

Millennials

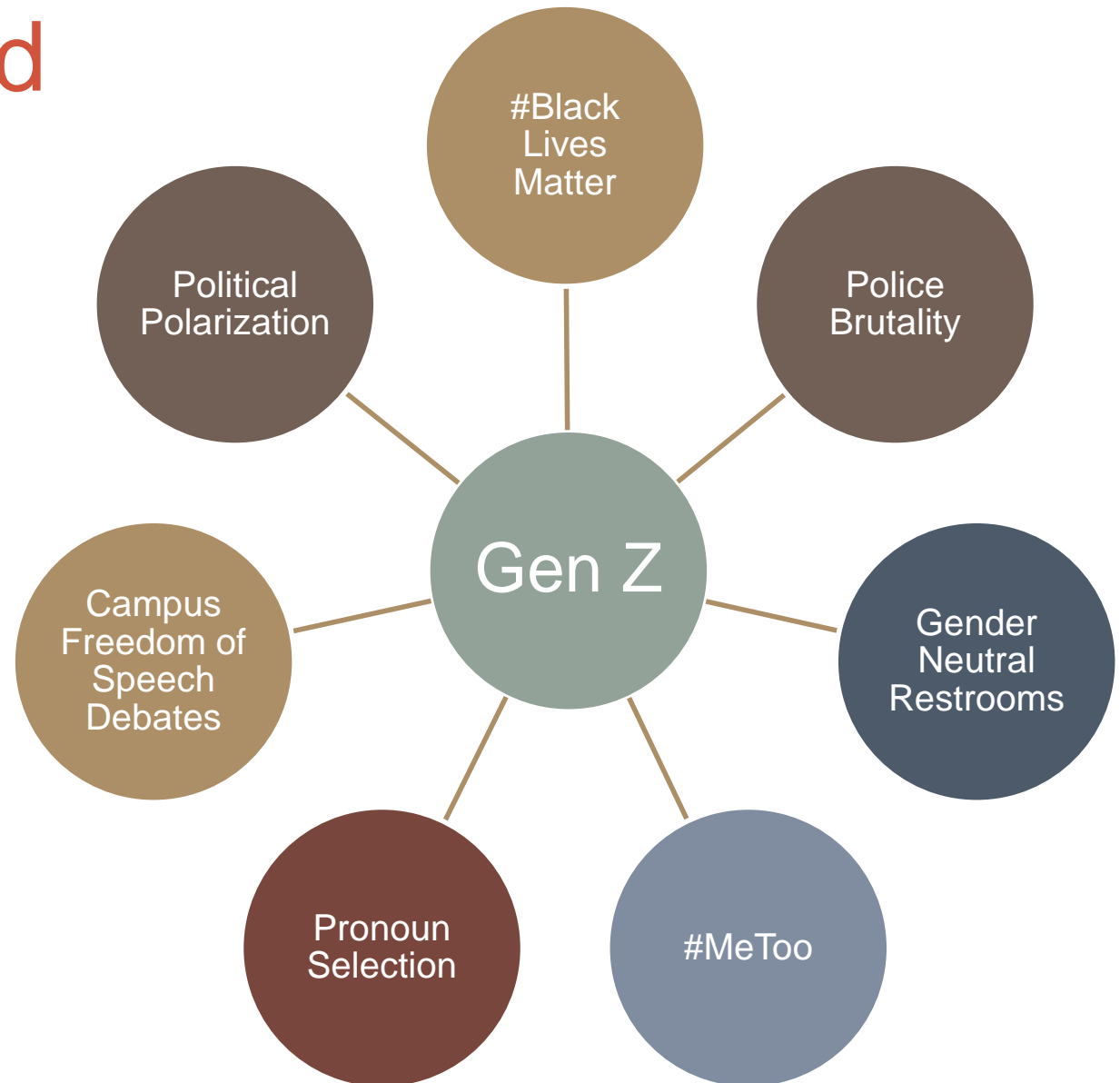
- Born: Late 1970s/early 1980s - 1994
- Optimistic childhood
- Learned tech savvy
- "Cool experiences over products"
- Coming of age: financial crash of 2008, global terrorism & conflict

Generation Z

- Born: mid-1990s/2000 - 2012-2015
- Cynical, realistic
- "Cool products over experiences"
- Tech is ubiquitous; different medias than Millennials
- Coming of age: Social movements

Background

Generational
“coming of age”
into social
movements, on
and off campus



In the Classroom

Q: As a result, how do students expect issues of diversity and identity to be addressed in the classroom and/or while studying abroad?

A: Personal experience and identities are a valid source of knowing.

Q: How do universities typically approach education about diversity?

Vinika: Social justice framework with a focus on systemic privilege, power, and oppression.

INCORPORATING DIVERSITY IN THE CLASSROOM

Validate & Analyze, Contextualize Difference, Be
Proactive

Discussion

In pairs, discuss: What sorts of difficult situations related to diversity and/or student expectations about how it would be engaged have come up in your classrooms or work? How did you address them?

Example: words used for race in the Netherlands

Validate & Analyze

Validate personal experience, and analyze academically.

**“I’m really sorry
you experienced
that.”**

vs.

“You’re looking at
this the wrong way.”

Validate lived
experience as
legitimate
source of
knowing.

Challenge
student to
broaden
analysis to
social systems.

“What does this say
about society?”
“How does this fit
into our discussion
about XYZ?”

“In what ways is this
experience similar or
different to those in
your home country?
Why might that be?”

Challenge
student to
contextualize
analysis for
local setting.

Contextualize Difference

The same social phenomena – the “isms” – occur everywhere, just with a different face.



Be Proactive

Bring up issues related to diversity and respectful engagement from the start of class.

- “Heads Up” & Content Warnings
- Manage expectations: contextualize difference
- Include “important information” in group introductions
- Setting class norms and behavioral expectations. Be sure to discuss: how will we engage with each other if we disagree?

Example: Class Norms and Behavioral Expectations

EXPECTATIONS =

Of each other...

- answer messages
 - context based response time
- pro-active participation
 - w/ regards to covering shifts
- honest feedback
- request for covering shifts should be as soon as possible
- awareness of personal roles within team
- completing tasks of role ~~for entirety of~~
- general communication
- fairness
- be understanding within reason

Of Vinika...

- answering messages
- clarifying doubts
- point of contact
- advice with sensitive info
 - sounding board
- organizing meetings
- be understanding within reason
- mediator role
- advocate for RA's

Vinika of RA's...

- to use our best judgments
- communication
 - responding to messages
 - alerting Vinika when necessary
- accountability & reliability
- thinking of new ideas when needed
 - problem-solving
- motivation & commitment to our role & the team
- punctuality
- understanding

GETTING COMFORTABLE

Terminology, Vulnerability, Growth Mindset

Discussion

In small groups: What makes instructors and staff members uncomfortable about approaching issues of diversity in the classroom or workplace?

What are we afraid of?

Select Resources

Teaching Diverse Classrooms:

- <https://www.edutopia.org/blog/preparing-cultural-diversity-resources-teachers> (EduTopia)

Social Justice Terminology:

- <http://www.suffolk.edu/campuslife/27883.php> (Suffolk University)
- https://www.uml.edu/docs/Glossary_tcm18-55041.pdf (University of Massachusetts Lowell)

Gender & Sexuality:

- <https://www.glaad.org/reference/transgender> (GLAAD, formerly Gay & Lesbian Alliance Against Defamation)
- <https://lgbt.wiscweb.wisc.edu/wp-content/uploads/sites/175/2016/07/LGBTCC-Gender-pronoun-guide.pdf> (University of Wisconsin-Madison LGBT Campus Center)

Millennials & Generation Z:

- <https://www.visioncritical.com/millennial-infographics/>
- <https://www.visioncritical.com/generation-z-infographics/>
- <https://home.kpmg.com/content/dam/kpmg/uk/pdf/2017/04/Meet-the-Millennials-Secured.pdf>

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