UNITING FACULTY AND STUDENTS THROUGH TEACHING AND LEARNING:
USING THE REALITY PEDAGOGY TO CONNECT GENERATION Z WITH POST-SECONDARY INSTRUCTION

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HELLO
BUT WHY?
BUT WHY?
BUT WHY?
FRAMEWORK

HAS NOT

CHANGED.
It is time for growth.
Our Big Ideas!

1. Characteristics of Generation Z
2. The Foundation of the Reality Pedagogy
3. Practical Implementation in the Classroom
Who is Generation Z?
DUM
GENERATION X

1966

1976

MILLENNIALS

1977

1994

GENERATION Z

1995

2012

Kleinschmit, 2015
Characteristics

Empathetic  Entrepreneurial  Realistic  Pragmatic

Scott, 2016
17% WANT TO START THEIR OWN BUSINESS

TRUE DIGITAL NATIVES 46%

34% WANT TO IMPROVE PEOPLE SKILLS

Kleinschmit, 2015
CRITICAL DECONSTRUCTION = PROBLEMATIC
NOT MOTIVATED BY MONEY
2017 GOALS

1. BE AWESOME
2. CREATE DOPE NEW THINGS
3. BEAT 2K
What can we do in the classroom to connect with Generation Z?
I haz an idea!
CULTURALLY RELEVANT PEDAGOGY
CRITICAL PEDAGOGY
THE REALITY PEDAGOGY
THE REALITY PEDAGOGY

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1 CONTEXT
2 COSMOPOLITANISM
3 CONTENT
4 CO-TEACHING
5 COGENERATIVE DIALOGUES
CONTEXT
THROUGH COMMUNITY & CULTURAL ARTIFACTS
CONNECTING STUDENTS' HOME LIVES AND CULTURE

Emdin, 2016
"When students can physically see and examine artifacts both in the classrooms and in their home communities, the divides between the school world and their real lives are broken down."

Emdin, 2016
COSMOPOLITANISM

- Responsible for each other
- Differences are valued
- Classroom jobs

Emdin, 2016
CONTENT

TEACHERS DON'T KNOW IT ALL.
STUDY THE STUDENTS

HOW DO THEY LEARN?

TAKE NOTES

Emdin, 2016
LET'S FOCUS
Cogens are simple conversations between the teacher and their students with a goal of co-creating/generating plans of action for improving the classroom” (Emdin, 2016).

An opportunity for teachers and students to experience outside cultures (Emdin, 2011)

Allows space for relationship building for both teachers and students

Critical deconstruction about what happened in class (Emdin, 2011)

Shared responsibility about teaching and learning (Tobin & Wolff-Michael, 2005)

Provides student’s perception of learning
HOW?
Mixed Demographics

Rotational

Five students max

One plan of action
consider

participation

frequency

questions
“I think cogens are a great way for students to be more involved in what they learn. Being a part of a cogen allows me to express both my frustration and satisfaction. Also, cogens allow me to develop a more personal connection with my professor, making it easier for me to address him with any questions I may have. Lastly, cogens allow the students to challenge teaching styles and make recommendations on what they will learn in the future.” – Nick (Freshman, 2016)

“I like that at the end of class we are able to talk in our cogen groups. It helps us and the teacher discuss what we liked about class and what we didn’t like. It also helps us get closer with our teacher and other classmates. We are also able to give our feedback on specific lectures or thoughts from the class. We like giving our ideas to our teacher because it helps her for the next class. We have a lot of fun in the cogens because it is our time to reflect.” – Samson (Freshman, 2016)

FRUITFUL? OR NO?
YOU ROCK
THEY'RE HERE
LET'S BE INNOVATIVE
REFERENCES


