

Designing Engaging Online Courses for Adult Learners | 10.27.14

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Please find a list below of additional resources from the “*Designing Engaging Online Courses for Adult Learners*” webcast. If you wish to print only certain resources, you may click their respective links to jump directly to them in the packet.

Pre-Webcast Resources

1. [Generational Learning Chart](#) – Pages 2-3 – Chart depicting generational learner classroom implications
2. [Sources cited](#) – Pages 4-5 – sources cited from this webcast

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Generational Learners Classroom Implications Chart

<i>Generation</i>	<i>Preferences/Styles</i>	<i>Instructional Activities</i>
Silent	<ul style="list-style-type: none"> • Like the “traditional” classroom structure • Will not generally contradict or disagree with instructor in front of others • Does not enjoy being singled out in group discussions or for questions • Likes to practice alone, not in groups • Not likely to ask questions during discussions 	<ul style="list-style-type: none"> • Organize materials in bullet/outline form <ul style="list-style-type: none"> ◦ Don’t provide too much information • Use at least 12 point type • Take your time through the important points • Don’t assume that all are technophobic <ul style="list-style-type: none"> ◦ Give computer/research assignments ◦ Fastest growing segment of population learning to use the Internet • Encourage periodic movement during class time
Boomers	<ul style="list-style-type: none"> • Enjoy working in creative and independent manners • Sensitive to criticism • Often possess significant professional experience • Require lots of interaction and “talk” time • Enjoy icebreaker and introduction activities • Prefer a spirit of collegiality in classroom • May have problems with authoritarian instructors 	<ul style="list-style-type: none"> • Give plenty of time for Boomers to practice new skills alone • Use at least 12 point type for aging boomers • Have a tendency to “know” things but not be able to do them • Do not generally like role-play exercises • Enjoy most team projects <ul style="list-style-type: none"> ◦ Can serve as group leaders, appealing to their “me” focus • Organize materials with headings • Put details on a separate sheet

<i>Generation</i>	<i>Preferences/Styles</i>	<i>Instructional Activities</i>
Gen X	<ul style="list-style-type: none"> • Self-reliant • Require regular, if not constant, feedback • May lack interpersonal skills • Can be cynical • Require relevance in assignments and courses • Often impatient • Consider themselves to be technologically capable • Are adaptable and informal 	<ul style="list-style-type: none"> • School/life balance is important • Will resist group work outside of class • Use pop-culture examples if possible • Give lots of individual attention • Use most exciting material in short lecture (15-20 min) <ul style="list-style-type: none"> ◦ Use small groups to cover other material • Use bullet points when giving info • Use plenty of graphics and white space • Visual appeal is key • Explain why assignments, courses, skills are important on a regular basis
Millennials	<ul style="list-style-type: none"> • Accustomed to group work • Comfortable with active learning • Multi-task with ease • Technological experts • Goal and achievement oriented • Require more structure and mentoring • Learn from failure • Motivated by money and earning potential 	<ul style="list-style-type: none"> • Give lots of activities with several steps • Use the most up-to-date technology and references available • Tie course or program goals in with economic gain • Get creative or allow them to be creative with presentations, etc. • Give reading materials for lectures or supplemental information

Source: (Baker College)

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