

“Engineering” Connections in Today’s Classrooms



Your Facilitators:

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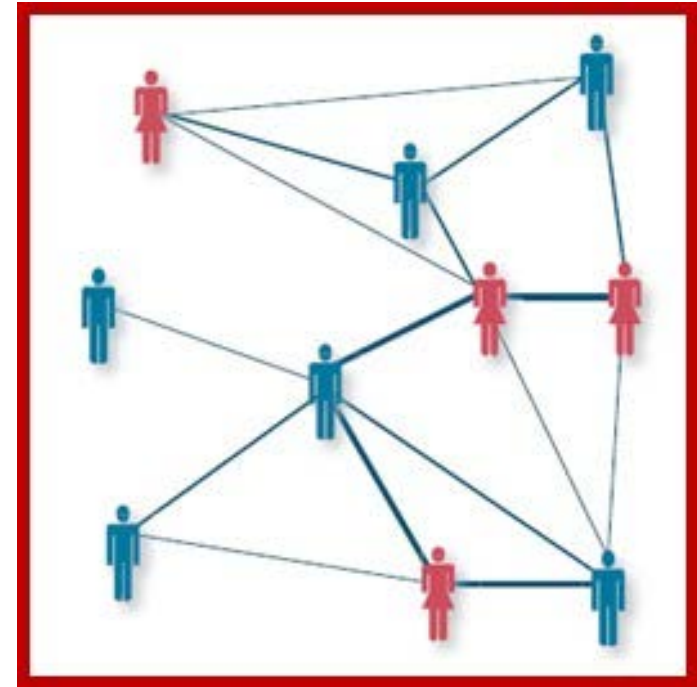
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Agenda

- Why connections matter
- Connecting in large classes versus small classes
- Forging connections between diverse individuals
- Avoiding the curse of “social loafing” through self-managed teams

Why Connections Matter: Selected Research

- Emotional engagement and student achievement and learning (Sayagadevan & Jeyaraj, 2012)
- Erosion model and social influence (Feeley & Barnett, 1997)
- Effect of single faculty-student connection (Kommaritu, 2010)
- Disconnection in large classes (O'Brien, 2002)
- Student perceptions of instructor and course evaluation (e.g. Ambady & Rosenthal, 1993; Clayson & Sheffet, 2006)



Faculty-Student Connection

Why they do connect with you

- Need for achievement/specific goals
- Need for affiliation
- Need for sponsorship
- Availability
- Interactional justice and likeability

Why they don't connect with you

- Substitute goods/services
- Surface-level diversity, including gender bias
- Perceptions of competence
- Perceptions of warmth
- Time management
- Social anxiety
- How you dress

What Way(s) of Connecting Have You Tried?

Category A: Works like a charm, every time you use it/them? AKA
“student whisperer”

Category B: Used to work, but does not work so well anymore? AKA
“my powers are fading”

Category C: Didn't work the first time, so you never tried it again? AKA
the “crash and burn”

Connection and Class Size

Small Classes

- Visible – no hiding
- Can use mechanisms such as:
 - Class discussion
 - Experiential learning
 - Eye contact
 - Movement around classroom

Large classes (> 100), Mega classes (>300)

- Just one face in the crowd
- SET goes down as class size increases
- Have to rely on mechanisms such as:
 - Useful content
 - Interesting delivery
AKA “sizzle and the steak”

Today's Multimedia Teaching versus "Chalk and Talk"

- Multimedia means using both:
 - Auditory channel
 - Visual channel
- Desirable difficulty
- Presentation graphics and students' classroom experience (Apperson, Laws, & Scepansky, 2006)

Connection and Demographic Differences

- Gender differences (e.g. Burns-Glover & Veith, 1995; Sprague & Missoni, 2005)
- Generational Values
- Cultural Values

Generational Values

Generation	Percentage of Workforce	Assets in the Workplace	Leadership Style Preferences
<i>Traditionalists</i> Born 1922–1945	8%	Hard working, stable, loyal, thorough, detail-oriented, focused, emotional maturity	Fair, consistent, clear, direct, respectful
<i>Baby Boomers</i> Born 1946–1964	44%	Team perspective, delicate, experienced, knowledgeable, service-oriented	Treat as equals, warm and caring, mission-defined, democratic approach
<i>Generation X</i> Born 1965–1980	34%	Independent, adaptable, creative, techno-literate, willing to challenge the status quo	Direct, competent, genuine, informal, flexible, results-oriented, supportive of learning opportunities
<i>Millennials</i> Born 1981–2000	14% and increasing rapidly	Optimistic, able to multitask, tenacious, technologically savvy, driven to learn and grow, team-oriented, socially responsible	Motivational, collaborative, positive, educational, organized, achievement-oriented, able to coach

Generation Z Are Here!



- Generation Z (iGeneration) Born 1993 and after
- “digital natives” with “lawnmower parents”
- “New Realists”
- Want to be both “managed and mentored” (Randstad/Ipsos-Reid, 2014)
- Different values than Generation Y (Millenials)

7 PERSONALITY TRAITS THAT DEFINE Gen Z

GENERATION Z (BORN BETWEEN 1995 AND 2012)



DEVELOPMENTAL INFLUENCES



1 PRAGMATIC
60% say they want a long career with **one** company

2 COMPETITIVE
 Almost **1/2** consider themselves **very competitive**

3 CONNECTED
78% prefer **face-to-face** communication with work and bosses

4 SOCIALLY RESPONSIBLE
93% say that a company's **impact on society** affects their decision to work there

5 CUSTOMIZERS
 No limit of ideas, but **1/2** would rather **get a job** than create one

6 PLUGGED IN
44% check in on **social media** at least hourly

7 SELF RELIANT
 Even though **77%** say **personal relationships** with co-workers are important, many prefer to learn at their own pace

Generation Z ranking	End Values	Generation Y Ranking (Millennials)
1	Health	3
2	Family security	2
3	Freedom	6
4	A comfortable life	1
5	Self-respect	8
6	True friendship	4
7	A sense of accomplishment	7
8	An exciting life	10
9	Equality	15
10	Wisdom	5
11	Mature love	9
12	Pleasure	12
13	Inner Harmony	16
14	A world at peace	11
15	Social recognition	14
16	National security	18
17	A world of beauty	17
18	Salvation	13

Generation Z Ranking	Instrumental Values	Generation Y (Millennial) Ranking
1	Honesty	3
2	Ambition	1
3	Loyalty	9
4	Responsibility	4
5	Courage	12
6	Independence	5
7	Self-control	8
8	Intellectualism	11
9	Logic	13
10	Ability to love	2
11	Capability	6
12	Broad mindedness	10
13	Forgiveness	17
14	Helpfulness	14
15	Politeness	15
16	Imagination	18
17	Cleanliness	7
18	Obedience	16

What Have You Noticed in Terms of How Students Have Changed Over Time?

- In-class behaviour?
- Out-of-class behaviour?
- Attitudes?
- Goals and values?

Connecting Across the Generation Gap

- Co-opt technology and social media
- Put “mystery shoppers” in your class
- Update your examples
- Review your jokes
- Consider blended learning
- YouTube is your friend
- Shorten up response time to queries

Cross-Cultural Connection Challenges

- Culture: shared values and beliefs → attitudes → behaviour
- Misunderstandings, conflict, disengagement, often don't get second chance
- Hofstede model of cultural values
 - Based on studies of IBM
 - 5 dimensions
 - Power distance
 - Uncertainty Avoidance
 - Individualism versus collectivism
 - Masculinity versus femininity
 - Long-term versus short-term orientation

Connecting Across the Cultural Divide

- Language issues
- Cultural differences

- What have you run into?
- What have you tried that works?



Summary

- “We’re not in Kansas anymore, Toto” (Wizard of Oz, 1939)
- Ignore student changes at your peril
- Increase your job satisfaction and outcomes by finding a middle ground