



The Teacher's Oyster Course Syllabus

Course Title: Teaching Generation Z

Credits: 3 Graduate Credits

Class Type: *Hybrid*: self paced online with virtual or in person support

COURSE DESCRIPTION

Teaching Generation Z is an engaging course designed to equip educators with research-based strategies to effectively teach and communicate with Generation Z students. Drawing on insights from *Communication Instruction in the Generation Z Classroom: Educational Explorations* (edited by Renee Robinson), participants will explore methods for fostering connection, integrating technology, and designing courses that resonate with Gen Z learners. The course emphasizes understanding the unique needs of this generation, employing innovative pedagogical tools, and fostering meaningful interactions to enhance learning outcomes.

LEARNING GOALS

- **Understand Generation Z Learners**

Identify the unique characteristics, needs, and preferences of Generation Z students to inform teaching practices.

- **Enhance Communication and Connection**

Develop communication strategies that foster connection and care while leveraging digital tools and intergenerational listening techniques.

- **Utilize Engaging Pedagogical Tools**

Implement strategies such as video games, case studies, and outdoor adventure education to create interactive and relevant learning experiences.

- **Promote Civic Engagement and Critical Thinking**

Design lessons that encourage students to connect learning to civic commitments and real-world applications.

TEACHING AND LEARNING ACTIVITIES

The course incorporates a variety of instructional methods and materials, including:

- **Group Discussions and Reflection Sessions:** Participate in structured discussions to share insights and personal experiences, reflecting on how course concepts can enhance communication and engagement with Gen Z learners.
- **Case Studies and Real-World Examples:** Analyze case studies from the text to identify effective teaching methods and adapt them to your instructional context.
- **Chapter Reviews and Summaries:** Submit reflective assignments summarizing key concepts from the book, connecting theory to practice.
- **Creative Lesson Design Sessions:** Collaborate to design lesson plans that integrate innovative tools, including digital media, games, and civic engagement activities.

- **Teaching Tools:** Access templates, research guides, and rubrics to assist in creating dynamic, student-centered lessons.
- **Sample Lessons:** Review sample lessons and present your own to peers for feedback and discussion.
- **Peer Presentations:** Participants will present their designed lessons to the class, incorporating feedback from peers and instructors. This activity will help educators practice articulating their ideas and receive constructive criticism to improve their instructional methods.

REQUIRED MATERIALS

Robinson, Renee (Ed.). *Communication Instruction in the Generation Z Classroom: Educational Explorations*. Lexington Books, 2023.

EVALUATION METHODS

1. Discussion Posts (8 total, 20% of final grade)

- Participants will respond to discussion prompts related to Gen Z teaching strategies, communication, and case studies.
- Each post should be 150-300 words and demonstrate thoughtful analysis, connections to course content, and engagement with peers.

2. Chapter Reviews/One-Page Reflections (4 total, 20% of final grade)

- Submit four one-page reflections summarizing key concepts from the text. These reflections should explore practical applications and insights gained.

3. Lesson Plans (2 total, 30% of final grade)

- Design two lesson plans that incorporate Gen Z-focused communication strategies and innovative tools, reflecting principles from the course.

4. Final Assignment: Block Schedule Unit Plan (30% of final grade)

Create a unit plan spanning 2-4 weeks that includes:

- An overarching theme or essential question tailored to Gen Z interests
- A series of 5-7 lessons, including the two designed earlier in the course
- Integration of diverse communication strategies and innovative pedagogical tools
- Opportunities for student-led inquiry, project-based learning, and civic engagement
- A final project or assessment that demonstrates student learning and critical thinking

ADA POLICY

If you qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, or the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register through the accrediting affiliated college or university. It is your responsibility as a student to present your accommodation letter to your instructor at the beginning of each semester.

ACADEMIC INTEGRITY STATEMENT

All students are required to adhere to the **Academic Integrity Policy** of the accrediting institution. Any form of academic dishonesty, including plagiarism or cheating, will result in disciplinary action according to institutional guidelines.

COURSE CREDIT TIMELINE

This graduate-level course is a 3-credit course, which means participants are expected to complete a minimum of 135 hours of combined instruction, reading, and course-related work by the end of the 8 weeks. This amounts to approximately 17 hours per week of dedicated study time, including reading assignments, discussion posts, reflections, lesson planning, and the final project.

While the course is self-paced, participants are strongly encouraged to follow the outlined tentative due dates to ensure they complete all assignments in a timely manner. The flexibility allows participants to manage their schedules, but all coursework must be completed and submitted within the calendar year.

COURSE OUTLINE

<u>ACTIVITY</u>	<u>DESCRIPTION</u>	<u>TIME SPENT</u>
<ul style="list-style-type: none"> ● Review Syllabus ● Topics Covered <ul style="list-style-type: none"> ○ Overview of course goals and structure ○ What is Gen Z? <p>Assignment: Online Discussion Post</p>	Posted Lecture Notes, Articles, Slide Presentation, and Websites, Discussion Board, Written Response	2 Hours
<ul style="list-style-type: none"> ● Topics Covered <ul style="list-style-type: none"> ○ Intro + Chapter 1: Introduction to Gen Z Learners <ul style="list-style-type: none"> ■ Introduction & Motivation and Learning: Need-Supportive Teaching Style to Engage Gen Z <p>Assignment: Reflection/Chapter Review Assignment: Online Discussion Post</p>	Posted Lecture Notes, Articles, Slide Presentation, and Websites, Discussion Board, Written Response	19 Hours
<ul style="list-style-type: none"> ● Topics Covered <ul style="list-style-type: none"> ○ Chapter 2+3: Fostering Connection and Care <ul style="list-style-type: none"> ■ Acknowledging the Needs of Gen Z: Opening Spaces for Connection and Care <p>Assignment: Reflection/Chapter Review Assignment: Lesson Plan Assignment: Online Discussion Post</p>	Posted Lecture Notes, Articles, Slide Presentation, and Websites, Discussion Board, Written Response	19 Hours
<ul style="list-style-type: none"> ● Topics Covered <ul style="list-style-type: none"> ○ Chapter 4+5: Listening and Communication <ul style="list-style-type: none"> ■ A Bridge for Communication: Intergenerational Listening in Digital and Face-to-Face Interactions <p>Assignment: Reflection/Chapter Review Assignment: Online Discussion Post</p>	Posted Lecture Notes, Articles, Slide Presentation, and Websites, Discussion Board, Written Response	19 Hours
<ul style="list-style-type: none"> ● Topics Covered <ul style="list-style-type: none"> ○ Chapter 6+7: Digital Natives and Technology <ul style="list-style-type: none"> ■ Teaching Digital 	Posted Lecture Notes, Articles, Slide Presentation, and Websites, Discussion Board, Written Response	19 Hours

<p>Natives Where They Live: Generation Z and Online Learning.</p> <p>Assignment: Reflection/Chapter Review</p> <p>Assignment: Online Discussion Post</p>		
<ul style="list-style-type: none"> ● Topics Covered <ul style="list-style-type: none"> ○ Chapter 8+9: Innovative Teaching Tools <ul style="list-style-type: none"> ■ When Learning is Play: Using Video Games and Case Studies to Engage Gen Z Students <p>Assignment: Reflection/Chapter Review</p> <p>Assignment: Lesson plan</p> <p>Assignment: Online Discussion Post</p>	<p>Posted Lecture Notes, Articles, Slide Presentation, and Websites, Discussion Board, Written Response</p>	<p>19 Hours</p>
<ul style="list-style-type: none"> ● Topics Covered <ul style="list-style-type: none"> ○ Chapter 10: Civic Engagement and Beyond <ul style="list-style-type: none"> ■ Engaging Generation Z with Communication's Civic Commitments <p>Assignment: Reflection/Chapter Review</p> <p>Assignment: Online Discussion Post</p>	<p>Posted Lecture Notes, Articles, Slide Presentation, and Websites, Discussion Board, Written Response</p>	<p>19 Hours</p>
<ul style="list-style-type: none"> ● Final assessment <ul style="list-style-type: none"> ○ Synthesize course concepts into a final project. ○ Peer and instructor feedback sessions for refinement. <p>Assignment: Final Assignment</p> <p>Assignment: Online Discussion Post</p>	<p>Posted Lecture Notes, Articles, Slide Presentation, and Websites, Discussion Board, Written Response</p>	<p>19 Hours</p>
<p><u>TOTAL: 135 Hours</u></p>		