



Webinar Registration Form

Tutoring Gen Z: How Generational Differences Impact Teaching & Learning Thursday, November 14 ~ 3:00-4:00pm (Eastern)

Once the live date has passed, this training will be available on demand.

Overview

In higher education, there has been a growing awareness of how generational differences among faculty, staff and students impact the teaching and learning environment. First the Millennials, and now the Gen Zers, have changed the climate in higher education, as institutions have attempted to engage with these students and adapt to their needs. Let's face it: different generations have different expectations surrounding how we teach and how we learn. Perhaps where these expectations have manifested more than in any other area of the institution is in the learning center.

The learning center is in a unique position to reconcile the differing expectations between faculty and students. As Generation Z brings their distinct needs, desires and skills into our centers, it is increasingly our job to bridge this divide. In order to bridge this divide, we must consider ways that we outreach and connect with Generation Z students so that we ensure they understand the services and programs offered to enhance their academic performance. We must be mindful of the learning preferences and approaches of this generation, so that our practices meet them where they are at, and help them grow as independent learners. And finally, we must consider our Generation Z peer tutor workforce; how do we ensure that they receive meaningful training and that they find the tutoring center to be a positive place to work?

Objectives:

- Learn about generational differences and the unique characteristics of Generation Z
- Learn about how generational differences can impact our work in the learning center
- Reflect on how generational differences impact teaching and learning approaches
- Understand how learning centers are in a unique position to mediate between faculty and learners
- Discuss ways to set expectations for Gen Z students to appropriately and effectively utilize our centers
- Define tutoring practices that align with student learning preferences while challenging and promoting intellectual growth
- Consider the role of the Generation Z tutor as an employee and an interpreter, in a way that leverages their support

Who Should Attend?

- Tutorial Program Coordinators
- Directors
- Writing Center Administrators
- Administrators of Learning Assistance Programs
- Tutoring center employees
- Any educator interested in generational differences in teaching and learning



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Speaker(s)



Laurie L. Hazard / Assistant Dean for Student Success

Bryant University

Laurie L. Hazard is the Assistant Dean for Student Success at Bryant University in Smithfield, RI. As a member of the Applied Psychology Department, she writes about parent involvement, student personality types and classroom success. She is an award-winning expert on how students can make successful transitions from high school to college. After earning her Master's of Education degree from Boston University in counseling, she received a Doctoral degree from Boston University in Curriculum and Teaching. Laurie is co-author of the book *Foundations for Learning*, 3rd Edition (2012, Prentice Hall), which is designed to help students make a successful transition to college by encouraging them to take responsibility for and claim their own education. Hazard's textbook has been adopted by colleges and universities around the country, including Boston University, University of Nevada, and Texas A&M. Richard J. Light, the Walter H. Gale Professor of Education at Harvard University, calls Hazard's book "a winner for any college student" that is a "beautifully written joy to read."

Laurie has won numerous awards for her work with first-year students and their parents, including the National Resource Center for The First-Year Experience and Students in Transition's Outstanding First-Year Student Advocate; the Learning Assistance Association of New England's Outstanding Research and Publication Award; and the Learning Assistance Association of New England's Outstanding Service to Developmental Students Award. Most recently, Laurie received the CRLA Northeast's Outstanding Service to the Field of Developmental Education Award.

Laurie's expertise has garnered national media attention. She has been interviewed and cited as an expert in the Associated Press, Seventeen Magazine, The Chicago Tribune, The Times Picayune, The San Diego Tribune, and Student Affairs Leader. Laurie has also been a guest columnist for the Washington Post's Answer Sheet: A School Survival Guide for Parents (And Everyone Else). Her articles offer concrete advice for parents of new college students: "How to Help Your Child Adapt to College Life," and "Parents Should Leave their Kids Alone at College." Most recently, Laurie has written a book with co-presenter Stephanie Carter, called *Your Freshman Is Off To College* (2016).



Stephanie Carter / Director of the Academic Center for Excellence

Bryant University

Stephanie Carter is the Director of the Academic Center for Excellence at Bryant University in Smithfield, Rhode Island. She is a respected leader in the field of student success and learning assistance. As an award-winning educator with over twenty-five years of experience helping college students mediate the challenges of the higher education environment, she has gained expertise working with first-years and their parents to insure a healthy transition from high school to college. Stephanie has extensive experience, as both a scholar and practitioner, supporting first-year college students in classrooms, residence halls, writing centers and learning centers. Stephanie earned her master's degree in English at the University of Rhode Island. At Bryant University, Stephanie has developed curriculum for writing courses and teaches composition. She is a nationally recognized expert in the areas of plagiarism and academic integrity, as well as information literacy in the writing classroom. She is often an invited presenter for professional and faculty development in-services as well as for student programs.

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