**Millennial-approved technology in the classroom**

**Abstract**:

The need to engage and allow students to use their smart devices in the learning process is ever so present in our Millennial-populated classroom. During this interactive session, I will present the technology I use in my management classes. Specifically, I will demonstrate the use of cell phones, tablets, laptops, as well as Kahoot!, Voki, YouTube, polling tools, and Skype. My goal for this session is to not only demonstrate the use of technology as a learning tool, but to also encourage participants to share their experiences as well as to employ these tools in their classroom.

**Keywords**: technology, learning tool, experiential learning

**Activity/Exercise General Details**:

This 90-minute activity session aims at demonstrating how participants can use technology in their own classrooms. The proposed technologies are applicable for face-to-face and online classrooms and are suitable for both undergraduate and graduate courses. I believe that the tools presented in this session could successfully be used in classes such as Organizational Behavior, HR, Organizational Theory, Strategy, and Organization Development.

**Introduction**:

While reflecting upon my experience as a student, I realized that the 21st century students and their needs are quite different from what I was personally accustomed to as a learner. Students today are more diverse and are technology and internet savvy. These students, often called Millennials, never knew a world without technology and this fact alone makes the approaches toward teaching and learning unique. According to Diana and James Oblinger (2005), the following characteristics have an impact on how Millennials approach learning:

* Millennials are digitally literate and do not remember life before computers.
* Millennials like to stay connected with peers and family.
* Millennials prefer responses and results that are timely or immediate.
* Millennials prefer learning that is relevant and experiential.
* Millennials are highly social and usually prefer to think and learn “out loud”.
* Millennials seek out learning that includes active engagement and experience.

With these considerations in mind, I saw the need to use technology in my classroom as an integral part of the learning experience. Specifically, my students connect with one another (and me) using Skype; create end-of-semester video-projects using smart phones, cameras, and tablets; upload and present video projects via YouTube; research topics using their smart devises during class time; engage in game-like learning through Kahoot! and Jeopardy; create fictitious characters and dialogues using Voki; get instant feedback through classroom polls; and work collaboratively on projects through Google.

**Learning Objectives**:

Incorporating technology in the classroom was guided by a few objectives in mind. Specifically,

Objective 1: To develop students’ understanding about the management discipline, using technology. More specifically, students will learn topics, models, and theories through self-guided research, games, application exercises, and presentations. This objective will also aid students in applying critical thinking to business situations and recommending managerial responses.

 Objective 2: To encourage students to communicate more effectively with others as well as produce quality presentations through the use of technology.

Objective 3: To allow students to become effective team members through collaboration and use of technology. This objective will also help students realize approaches to working with or managing persons different from themselves.

I also had three Goals in mind for this session:

Goal A: To provide participants with ideas how to use technology in the classroom to accomplish the above goals.

Goal B: To allow participants, who would use the tools presented in the session, to actually experience what students in the classroom might, such as the challenges, the revelations, and the learning moments.

Goal C: To receive feedback as to how the class experience and application could be improved along with addressing questions that participants might have in relation to the presentation.

**Session Overview**:

After a brief introduction, the bulk of this session will involve engaging participants in a discussion and application of some of the technology tools I use in my classroom. To get the feel of the experience from the student’s perspective, in some cases, participants will work individually, and in other cases participants will work in small groups.

 The session will close with a dialogue regarding participants’ thoughts, reactions, and questions. Conference participants will be encouraged to share their own experiences as well. This dialogue is important for many reasons. Specifically, participants will have the opportunity to leaf through the resources they can use in the classroom and digest the benefits and challenges of using the presented technologies in their own classroom.

**Session Description**:

My presentation will be in the following format:

Introduction (purpose of session and set up) 5 minutes

*Presentation*

 Presentation of tools used in the classroom (Appendix A) (Goal A) 15 minutes

 Examples from student applications of some of said tools (Goal A) 15 minutes

*Session Activities:*

 Conference participants apply Voki (Goal B) 10 minutes

 Conference participants play Kahoot! (Goal B) 5 minutes

*Dialogue:*

 Conference participants share their impressions of the tools (Goal C) 10 minutes

 Conference participants suggest improvements/alternative use (Goal C) 10 minutes

 Conference participants share their own experiences (Goal C) 20 minutes

**Application to Conference theme**:

As pointed earlier, I saw the need to use technology in my classroom as a vital part of the learning experience. The challenge, however, was to incorporate technology without taking away from the interactive learning, student-generated content, and performance- and project-based learning practices of the traditional classroom. Ultimately, I was able to augment these traditional practices with technologies available today, thus fitting squarely with the conference theme, “Reflective Reinvention: Harnessing our Heritage to Reshape Management Education”.

**Unique Contribution**:

This presentation is unique and novel and have not been presented or considered for publication elsewhere.

**References**

Oblinger, D. & Oblinger, J. (2005). *Educating the Net Generation*. [eBook] EDUCAUSE. Retrieved from <https://www.educause.edu/ir/library/pdf/pub7101.pdf>

Appendix A: Tools used in the classroom

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| --- | --- |
| **Tool** | **Project/Task Description** |
| Cell phones | * Research: theory, models, statistics, cultures
* Take pictures depicting . Theory in College of Business
* Call your team and give instructions on the phone
* Play Kahoot!
* Video conference your team/professor
 |
| Tablets/Laptops | * Research: theory, models, statistics, cultures
* Take pictures depicting ... Theory Application in College of Business AND create a power point
* Create a dialogue in the office using Voki
 |
| YouTube | * Find a video that depicts…
* Record your own video, upload it on YouTube and present/stream it in class
* Watch this video and find examples of…
 |
| Kahoot! | * Quiz on presented material
* Quiz on a material to be presented. After each question, the material is elaborated on
 |
| Video Filming | * Videotape an experiment/interaction that depicts theory, models, etc.
* End-of-semester project – videotape a skit depicting at least 10 concepts covered throughout the semester
 |
| Polling  | * Micropoll – allows for a quick way to create polls that can be embedded into a website, such as Blackboard or Moodle.
* Poll Everywhere – allows one to set up polls and deploy them from a desktop computer or a smartphone. Participants can use their desktops, smartphones to text in their answers, or even tweet their responses on Twitter! Results display in real-time. [A personal favorite]
* PollDaddy –offers the ability to create polls, view results in pie and bar charts, export results, and more.
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| Skype | * Collaborate and interact face-to-face via technology
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