

STRATEGIC COMMUNICATION PLAN

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THE PROBLEM

There is an issue of technology and how professors properly teach the teenage students of Generation Z who are learning at a collegiate level. The problem is the learning methods of the collegiate students of Generation Z, how they learn, and how the professors adapt to the learning methods of these collegiate students. Another problem is the environment and the lack of space for the collegiate students of Generation Z to be creative and be more interactive.

Since Generation Z is a digital generation, also known as the Digital Natives, collegiate educators have to understand that Generation Z is the first generation to be completely brought up with technology, meaning technology is a part of their everyday lives. Generation Z was brought up on the internet and social media, earning them the nickname “iGeneration,” because they are so tech-savvy. Because of this fact, to help guide the collegiate students of Generation Z, collegiate educators have a duty to adapt their teaching methods and styles to accommodate the learning needs and habits of the collegiate students of Generation Z. According to Hernandez-de-Menendez, Escobar Díaz, & Morales-Menendez (2020), “Students of *Generation Z* are authentic digital natives who are a hyper cognitive generation with different student profiles than before.” This would solidify the fact that the students of Generation Z have to have an adapted curriculum in order to stimulate their cognitive abilities. “One of the most important actions to achieve this is the investment in technological resources to offer new ways of teaching and learning,” according to Hernandez-de-Menendez, Escobar Díaz, & Morales-Menendez (2020). The problem is the lack of technological resources being used in order to offer ways of teaching and learning for the students of Generation Z. This needs to change in order to properly

educate the students of Generation Z. “Technology adds value to the teaching and learning experience, which students exploit widely to improve or accelerate the academic process, but technology can certainly also promote or develop additional skills and competencies,” according to Hernandez-de-Menendez, Escobar Díaz, & Morales-Menendez (2020). Collegiate educators must incorporate technology more into their educating the collegiate students of Generation Z.

ESTABLISH GOALS

Establish goals/standards for success. These should be based on SMART Goals (Specific, Measurable, Achievable, Realistic, and Timely).

S: (SPECIFIC)

The specific established goals set for this message plan is to use the internet in order to provide examples and suggestions for the collegiate educators to successfully educate the collegiate students of Generation Z.

M: (MEASURABLE)

In order to measure the goals set for this message plan, surveys can be and have been conducted to analyze the results of the collegiate educators improving their lesson plans in order to successfully educate the collegiate students of Generation Z.

A: (ATTAINABLE)

The goals set for this message plan are attainable because the suggestions for improvement are not impossible and are very much within reach and limits of the collegiate educational institutes that educated the collegiate students of Generation Z.

R: (RELEVANT)

The set goals are relevant because they involve the education of a specific generation of students.

T: (TIMELY)

The goals do not have a deadline. However, the time frame would be considered from 2014 to present whether these implications have been beneficial to the collegiate students of Generation Z.

TARGET AUDIENCE

Discuss target audience (e.g., background characteristics, psychographics, demographics, media use habits, messages that work with those members [e.g., appeals, evidence, statistics, testimonials, expert quotations], sources that are more credible with them).

One of the targeted audiences is the collegiate educators of the collegiate students of Generation Z. Collegiate educators have an intrinsic motivation because they would want to adapt their methods of teaching to coincide with the learning methods of the collegiate students of Generation Z. This is important to collegiate educators because if they could achieve the adaptation of their teaching methods in order to successfully get through to the collegiate students of Generation Z in a way that fully assists them in their learning, that would give the collegiate educators a terrific feeling of accomplishment knowing that they were able to connect with the collegiate students of Generation Z.

The second targeted audience are the collegiate students of Generation Z. Generation Z is classified as the new generation, who are born between 1997 and 2012, that follows the Millennials, according to Dimock (2019). Generation Z is the generation that is always connected to the networks and are fast in all the activities they perform. The collegiate students of Generation Z are extrinsically motivated to use their digital knowledge to learn and obtain the information given to them in order for them to achieve in the future. According to Adobe Education (2016), "Generation Z students see tech and creativity as important and intersecting aspects of their identities. Technology provides more tools and inspiration for Generation Z's creativity." With this being said, if technology were more incorporated with the lesson plans for

the collegiate students of Generation Z, this would bring forth inspiration and motivation to learn more about the subject being taught.

Characteristics that are emerging to describe Generation Z, according to Singh (2014), are tech-savvy, prematurely mature, pampered, empowered, risk adverse, and protected. According to Singh (2014), “Managing Generation Z requires mastering the tools of social media.” In this case, the term ‘managers’ is synonymous with the term ‘educators.’ In order to achieve this, managers must take control because the key is the command driven use of social media. What this means is that collegiate educators can incorporate social media into their lesson plans, but in order to successfully do so, it must be command driven.

"Today, the youth accept only a few adult role models . The most trustworthy faces for them are young people from their own generation who have achieved something significant in a field, or at least they are famous. They do not want to look up to these people, but they would rather face them,” according to Töröcsik, Kehl, & Szűcs (2014). What this means is that Generation Z is more susceptible to trusting a youngerface, rather than an older face, who is successful in their eyes. These people that Generation Z are not their role models, but just necessary people that they would rather face. “Zers are less likely to resist authority relationships than Gen Yers did, but will only perform for individuals when they are engaged in intensive working relationships,” according to Singh (2014). This means that individuals (educators) that want to connect with the students of Generation Z would have to gain a relationship through constant relationship and contact with the students of Generation Z.

Hernandez-de-Menendez, Escobar Díaz, & Morales-Menendez (2020) states, “A survey performed with *GenZ* students determined that this generation use WhatsApp intensely to share academic information with classmates. They also prefer to use electronic study material and wish to have access to more technology in their courses. They consider technology increases the quality of teaching and learning.” This is proof that the students of Generation Z prefer and require the use of technology (electronics) in order for them to successfully learn what is being taught to them.

MESSAGE PLAN

According to a study conducted by Adobe Education (2016), instructors have shown that 93 percent of this group believe that creativity is going to play an integral role in solving many of the challenges the world faces, and 91 percent of this group believe that being creative will be essential to Generation Z's future success. Educators themselves have collectively, by way of the survey conducted by Adobe Education (2016), agreed that evolving the teaching curriculum by having more opportunities for hands-on learning would be beneficial. This shows that the majority of instructors are willing to take the next step to adapt with technology in order to help shape the students of Generation Z in the classroom. Students and educators have concluded that when it comes to the effectiveness of teaching methods, lesson plans based around doing and creating would be more essential for them.

The channel in which the message of this plan could be sent to the targeted audiences would be through the internet. The internet is a fascinating tool in which can be used for various reasons, one of which would be to educate. According to Wibawa, Astuti, & Pangestu (2019), "The use of learning media that can be accessed through students' cellphones is a positive use of technology and can increase student interest in learning."

Hernandez-de-Menendez, Escobar Díaz, & Morales-Menendez (2020) believe that in order to teach collegiate students of Generation Z with technology in an effective form, the collegiate educators, as well as the collegiate educational institutions, would have to consider the following:

- ⌘ Internet speed must be as fast as possible.
- ⌘ Technology comprises designs and environments that engage learners,

- ⌘ Learning technologies must engage learners in active, constructive, intentional, authentic, cooperative learning,
- ⌘ Technologies support meaningful when interactions with technologies are learner-initiated and learner-controlled, and
- ⌘ Technology supports learners in developing more meaningful interpretations of a subject.
- ⌘ Learning methods should be directed, self-directed, and collaborative.
- ⌘ Make sure that the software runs using any computer operating system.
- ⌘ The software must be user-friendly and, when and if possible, linked to a learning management system.

Technology has become an important aspect and part of learning and teaching, and it has especially become popular with this new generation we call Generation Z. Since this generation is the first generation to be completely raised with technology, it is only reasonable that collegiate academies—colleges and universities—adapt their learning curriculums and use of technology in order to fit the requirements and needs of the collegiate students of Generation Z.

Suggestions for the execution of educating the collegiate students of Generation Z, according to Hernandez-de-Menendez, Escobar Díaz, & Morales-Menendez (2020), include:

- ⌘ Classroom architecture must be modified to accommodate the technology and equipment necessary.
- ⌘ Ensure that the technology is integrated uniformly in all classes.
- ⌘ Giving at least one month of training to the collegiate professors, so they develop the relevant technological skills.

- ⌘ Ask for feedback, and make opportune corrections.
- ⌘ Make sure the hardware and software meet the demands of the course content.
- ⌘ The devices must be comfortable to wear.
- ⌘ The connectivity and compatibility of the devices in the classroom must be determined.
- ⌘ Activities performed in class must stimulate interactions among the students and professors.
- ⌘ Academicians must design the virtual learning scenarios.
- ⌘ Formative and summative evaluations must be performed.

Game-based learning, as well as virtual learning (including but not limited to worlds and simulations) are effective in the teaching of the collegiate students of Generation Z. Kamińska, et al. (2019) states, “VR provides outstanding visualisation, which cannot be obtained in traditional classroom. It reflects the world that young generations feel comfortable in.” Virtual reality is inclusive and allows everybody everywhere, regardless of status, financial situation, and disability to participate in the education process. Because virtual reality is so inclusive, it makes for a great option as a tool to utilize for the process of teaching the collegiate students of Generation Z. Virtual reality is a great recommendation because it provides outstanding visualisation, which cannot be obtained in traditional classroom. Virtual reality also reflects the world that adolescents feel comfortable in. virtual reality also gives virtually unlimited access to informations, books, and/or articles. `

Quizizz is known as the world’s most engaging learning platform, where you can find and create gamified quizzes, lessons, presentations, and flashcards for students, employees, and

everyone else. Quizizz is a game-based educational app with multiplayer activities that make in-class exercises fun and interactive. Quizizz has game characteristics like avatars, themes, memes, and music, which are all entertaining factors to consider when using this app. Quizizz is also an app that allows for scholastic competition between students, which can help motivate students to learn. According to a study conducted by Zhao (2019), “Students agree that Quizizz is easy to use; using Quizizz doing in-class exercise is fun, helps them review the course materials and stimulates their interest in learning.” This study also revealed that the students agree that Quizizz helps them to concentrate in class and reduces their test anxiety, and that they prefer Quizizz over doing quizzes on paper.

Kahoot! is a game-based learning platform that brings engagement and fun to billions of players every year at school, work, and home. According to Licorish, Owen, Daniel, & George (2018), Kahoot! fosters motivation and engagement through gamification, where teachers were able to provide feedback in real-time to their students, and also adapt their teaching activities based on their students’ responses, to an extent. Licorish, Owen, Daniel, & George (2018) also observed that Kahoot! gave students more opportunities to engage with the lecturer, their peers, and the lecture content, and helped in creating a learning experience that was described as fun and contributed to useful classroom engagement dynamics.

CONCLUSION

Understanding Generation Z will help collegiate educators rethink their teaching methods. Becoming more conscious of the collegiate students of Generation Z's learning needs and habits will be most beneficial to both collegiate educators and collegiate students of Generation Z overall. Adapting to the traits of the collegiate students of Generation Z will bring forth extra consideration to making sure the collegiate students of Generation Z are prepared to navigate a technology-fueled school environment and completely retain the information their collegiate educators provide to them.

Knowing that each new generation of collegiate students brings forth changes to both teaching and learning, but one thing that will not change is the trend toward a more digital world. Creating an environment in the classroom for the collegiate students of Generation Z to be more creative through technology usage is the best way to assist the collegiate students of Generation Z. Lesson plans based around doing and creating receives the best responses with collegiate students of Generation Z, therefore apps such as Kahoot!, Quizizz, and other apps of that caliber are great solutions. What is even better about these types of apps is that not only can these apps be utilized by educators, but they can also be utilized by collegiate students to create their own quizzes, notecards, lesson plans, and the like.

If collegiate educators, or educators in general, want to improve their teaching methods in order to benefit the collegiate students of Generation Z, they have to adapt to technology usage in a way that creates new paths for the collegiate students of Generation Z to be creative and have a more hands-on and interactive experience in the classroom.

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