Looking Inside the Mind of Millennial Students: What Do They Know or Not Know about Learning

Dina L. Anselmi  
*Trinity College, dina.anselmi@trincoll.edu*

Nicole M. Dudukovic  
*Trinity College, nicole.dudukovic@trincoll.edu*

Follow this and additional works at: [http://digitalrepository.trincoll.edu/millennials](http://digitalrepository.trincoll.edu/millennials)  
Part of the *Education Commons*

**Recommended Citation**  
[http://digitalrepository.trincoll.edu/millennials/3](http://digitalrepository.trincoll.edu/millennials/3)
Looking Inside the Mind of Millennial Students: What Do They Know or Not Know about Learning

Dina Anselmi, Ph.D. & Nicole Dudukovic, Ph.D.
Department of Psychology
Trinity College
Overview

• Metacognition: why it’s important, what research says
• Implications of millennial characteristics
• Implications for teaching and learning
Metacognitive Processes: An Example

Metacognitive Processes: Evidence

High School Student Grades & Perceived Ability

• 95% of high school seniors report a high school average in the A to B range

• 70% think they are above average for academic abilities

• 60% think they will receive grades of B or better in college

(Higher Education Research Institute, 2003)
Time Devoted to Academics

• Only 33% of high school students spend 6+ hours per week studying (as opposed to 47% in 1987)

(Higher Education Research Institute, 2003)

College-Student Time Use

- 51% Studying
- 24% Work/Volunteer
- 9% Class/Lab
- 9% Socializing
- 7% Sleeping

(R. Arum & J. Roksa, Academically Adrift: Limited Learning on College Campuses, 2011)
Millennial Characteristics:

- Special
- Protected
- Team-oriented
- Trusting Optimists
- Conventional
- Achieving
- Pressured

(Howe & Strauss, 2000)
Wrappers

• Wrappers—activities that link up with a learning task or assessment you are already using in your class to help students become more metacognitively aware (connect to an exam, homework, lecture, paper assignment)

Example of a homework wrapper:
1. Instructor creates self-assessment questions that focus on skills students should be monitoring: “How can I distinguish a paired sample t-test or independent sample t-test?”
2. Students answer questions before doing homework.
3. Students do homework assignment
4. Students go back and do the self assessment again and compare how well their original self-assessment matches their answers.

• Advantages

(Marsha Lovett, 2008)