# Quality education: changing needs and widening participation

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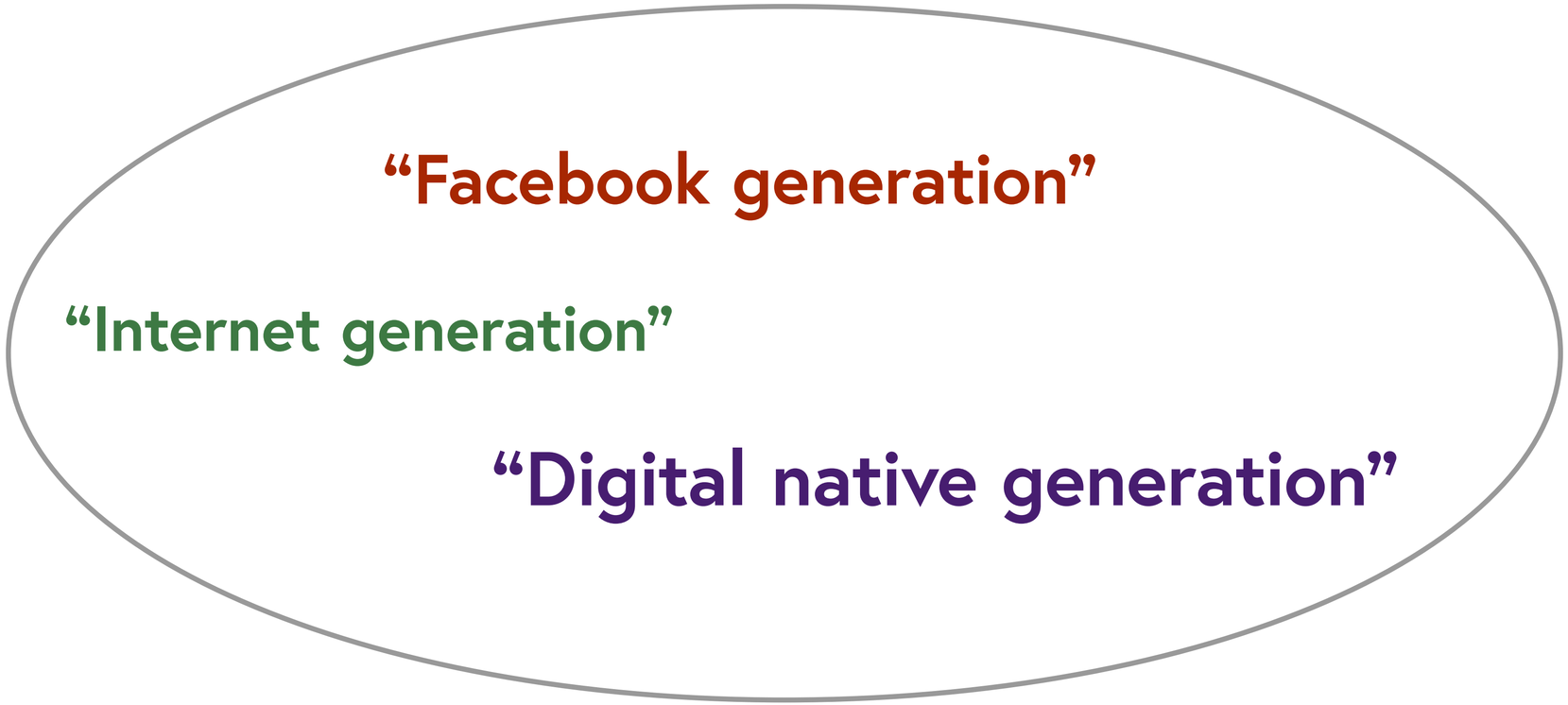
# Generation Z

- Born between 1995–2010

**Rather simplistic and stigmatizing labels**



# Socio-demographics

## compared to previous age cohorts

- data derived from high and medium income countries*
- Highest maternal age
- Smaller size families
- Smallest existing age cohorts

*Törőcsik et al (2015). Int J Business Insights & Transformation, 9(1), 64–68

# Main characteristics

## Z is more diverse that any other generation!

- Fast, instant-minded and short-term focused
- Social media probably the most significant communication channel
- Lack of traditional ambitions
- Lack of interpersonal problem-solving skills
- Different attitude toward privacy and intimacy
- Success orientation and and avoidance together
- High dependency on technology, as part of identity
- Very concerned about environmental issues with a high sense of responsibility
- Vulnerability
- Vulnerability

Dolot, A. (2018). E-mentor, 74(2), 44–50

Singh, A. P., & Dangmei, J. (2016). South-Asian J Multidisciplinary Studies, 3(3), 1–5.

# Some psychological features

- Practical, solution-focused thinking
- Suberb technical skills
- High level of abstract thinking
- Better attentional skills (and higher frequency of attentional problems)
- Ability of dealing with high amounts of information

- Lower level of reading skills (and the preference of visuals, not texts)
- More frequent experience of loneliness, solitude and alienation
- Eager for fast satisfaction and fast success
- Failure sensitivity and avoidance

- Higher frequency of conflict-solving problems
- Higher frequency of emotion-regulation problems

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# Higher frequency of mental disorders*

***the frequency of mental disorders is generally increasing in all age cohorts**

- Five-fold increase of mental disorders amongst UK university students between 2007–2018
- Medical universities: SR and MA of 167 cross-sectional studies (n = 116 628) and 16 longitudinal studies (n = 5728) from 43 countries:
- depressive symptoms among medical students was 27.2 % and that of suicidal ideation was 11.1 %.

???

Gunnell et al BMJ 2018; 361:k2608

Rotenstein et al (2016) Jama, 316(21), 2214–2236.

- The discrepancy between ambitions and resources
- dissatisfaction, frustration, anger

- More time spent in virtual world than in real
- limited experience with interpersonal skills and emotion-regulation

Social comparison

- Desire of fast success with high failure sensitivity and avoidance
- anxiety, low self-esteem, depression

- Anticipation of an unpredictable, dystopian future
- anxiety, hopelessness, depression

# Some psychological features

**Good combination for becoming outstanding professionals**

- Practical, solution-oriented, smart thinking
- Fast, capable of dealing with high amounts of information
- Advanced ICT expertise

- Uncertain
- Anxious
- Doubtful
- Emotional

apporpriate support needed

- Empathy
- The motivation to help others
- Sensitivity for human problems

# Education

- Practical, solution-oriented, smart thinking
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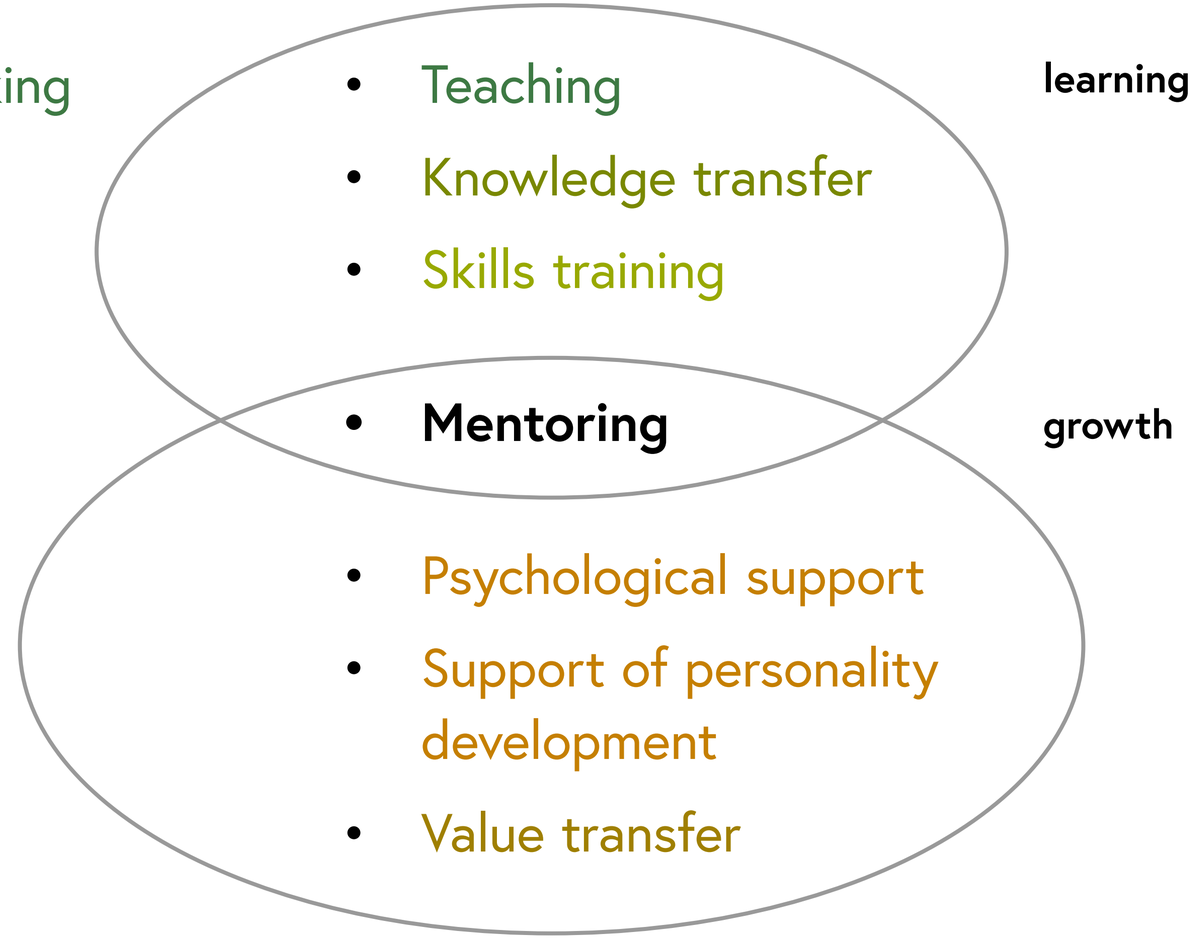


# Teaching

- Knowledge is everywhere
- Knowledge can be anywhere
- Knowledge … where?

**XX. Century** **Millenium** **XXI. Century**

# E-learning and experience-based learning

- Interactivity
- Problem-based learning

# E-learning and experience-based learning

- Zoom seminars are not E-learning!!!

- E-learning:
- Digital textbooks with a dominance of infographics

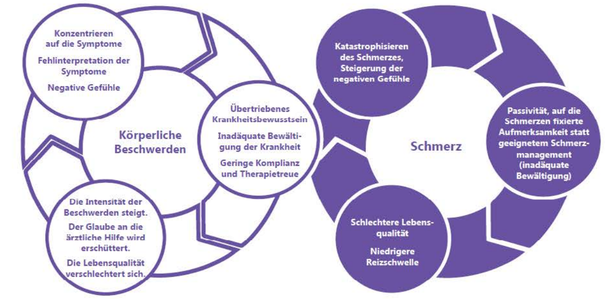



Abbildung 1: Der Teufelskreis der subjektiven (nicht auf objektive Gründe zurückzuführenden) Steigerung der körperlichen Beschwerden

Abbildung 2: Das kognitive Modell der Steigerung des Schmerzes. Der Teufelskreis des Schmerzverhaltens und der Senkung der Reizschwelle



## Techniken und Übungen

### „Vorhersagende" statt „ausschließender" Kommunikation

- Geben Sie dem Patienten vom ersten Augenblick der Untersuchung an zu verstehen, dass Sie ihn zwar sehr gründlich untersuchen werden, weil es wichtig ist, gefährliche Ursachen auszuschließen, es aber überhaupt nicht sicher ist, dass eine organische Ursache gefunden wird, was Grund zur Freude wäre.
- Das liegt daran, dass auch zahlreiche nicht konkrete Dinge die Beschwerden verursachen können, in den meisten Fällen Stress.
- Vermeiden Sie es, von „seelischen" oder „psychischen" Auslösern zu sprechen, denn das löst bei sehr vielen Menschen Widerstand aus. Beschwerden in Verbindung mit Stress (als Erklärung) haben eine viel höhere kulturelle Akzeptanz, operieren Sie also lieber damit.
- Betonen Sie, dass körperliche Beschwerden ohne körperliche Veränderungen alltäglich und häufig sind, und sagen Sie dem Patienten auf keinen Fall, dass er nichts hat – das glaubt er Ihnen sowieso nicht (schließlich hat er etwas, nur hat das keine organische Ursache).
- Sagen Sie dem Patienten, wenn möglich, wie groß die Wahrscheinlichkeit dafür ist, dass etwas Pathologisches gefunden wird. Erklären Sie bei den einzelnen Schritten der Untersuchung, zu welchem Zweck die Untersuchung gemacht wird, und schätzen Sie, wenn möglich, immer ab, wie groß die Wahrscheinlichkeit dafür ist, dass etwas Pathologisches gefunden wird.

### Was Sie auf jeden Fall Mitteilen müssen (Edukation)

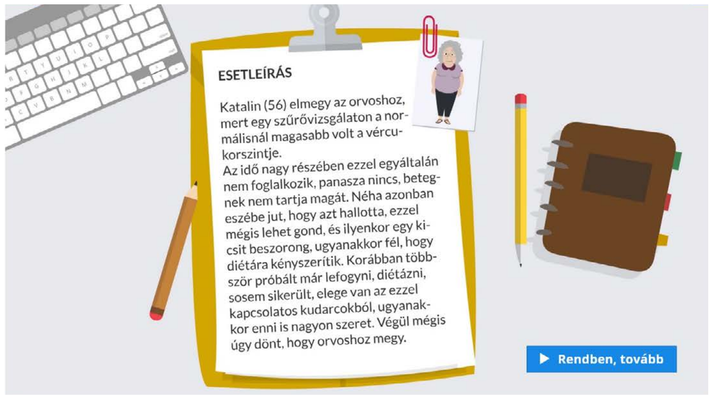
- Eine stark vereinfachte Beschreibung der Schmerztor-/Neuromatrixtheorie: Wie weit ein Schmerztor geöffnet wird (wie stark man also den Schmerz empfindet), bestimmt auch das Gehirn, in erster Linie das Ausmaß, in dem sich die betroffene Person wegen des Schmerzes Sorgen macht. (Das heißt, Denken und Gefühle haben auch einen Einfluss.)
- Die erhöhte Aufmerksamkeit in Verbindung mit dem Schmerz verringert die Schmerzgrenze (verwenden Sie **Abbildung 2**).
- Eine passive, schmerzzentrierte Lebensweise erhöht die Aufmerksamkeit für den Schmerz (verwenden Sie auch hier **Abbildung 2**).
- Die Bewältigung des Schmerzes ist im Sinne der vorangehenden Ausführungen immer ein aktiver Prozess.
- Fragen Sie den Patienten, welche Gedanken seiner Meinung nach seine Schmerzgrenze senken können (und somit

# E-learning and experience-based learning

- Zoom seminars are not E-learning!!!

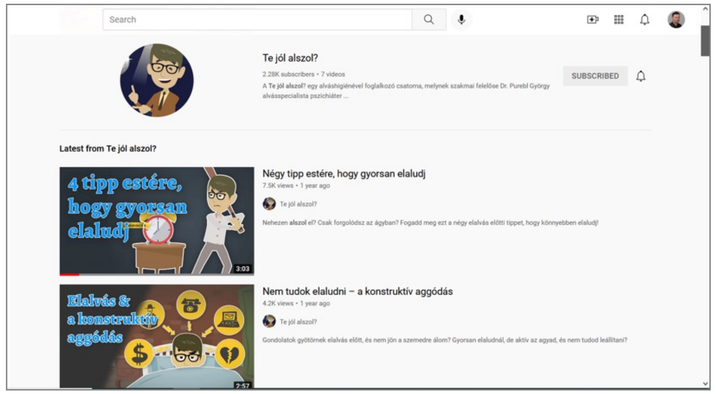
- E-learning:
- Digital textbooks with a dominance of infographics

- Digital training programs with problem-solving tasks
- Gamified training programs



# E-learning and experience-based learning

- Zoom seminars are not E-learning!!!
- E-learning:
- Digital textbooks with a dominance of infographics
- Digital training programs with problem-solving tasks
- Gamified training programs
- Multimedia materials
- Digital library, online publishing house
- Mobile applications

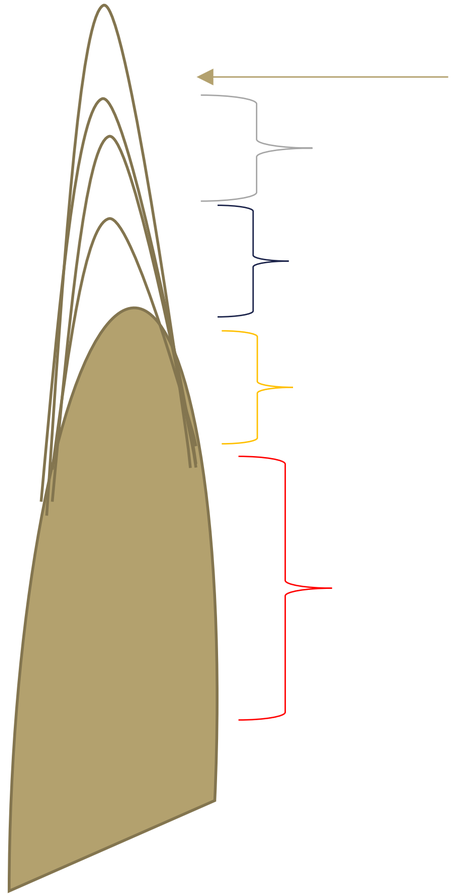


REMEMBER:
Visual design is (almost) everything!!!

# Lectures

You can make it part of the lecture…

# Control the dripstone building in curriculum



- Recent, updated knowledge
- Still in practice
- Outdated yet significant
- Outdated
- History

# Coping with difficulties and supporting personal development

# Some psychological features

- Practical, utilitarian, smart thinking
- Fast, capable of dealing with high amounts of information
- Advanced ICT expertise

- Uncertain
- Anxious
- Doubtful
- Emotional

- Empathy
- The motivation to help others
- Sensitivity for human problems

# Mentoring – the 4 “How…”s

- “How to do…” – teach practical skills
- “How to deal with…” – show how to handle difficult situation in practice
- “How to cope with…” – demonstrate as personal role model, how to handle work-related stress
- “How to manage…” demonstrate how to do all of these together in his / her personal work

**Mentoring is the gold standard in human history**

# Upper class peer mentoring and peer support

- Introduction to community life
- Practical help
- Emotional and stress management support
- Awareness and first response of emotional disturbances
- Community building

**Continous training and supervision**

# Upper class peer mentoring and peer support

**For mentees:**

- Receving help in socialization
- Receiving support
- Learning stress managment from mentors
- Learning coping strategies
- Socialisation to become a mentor him / herself

**For peer mentors:**

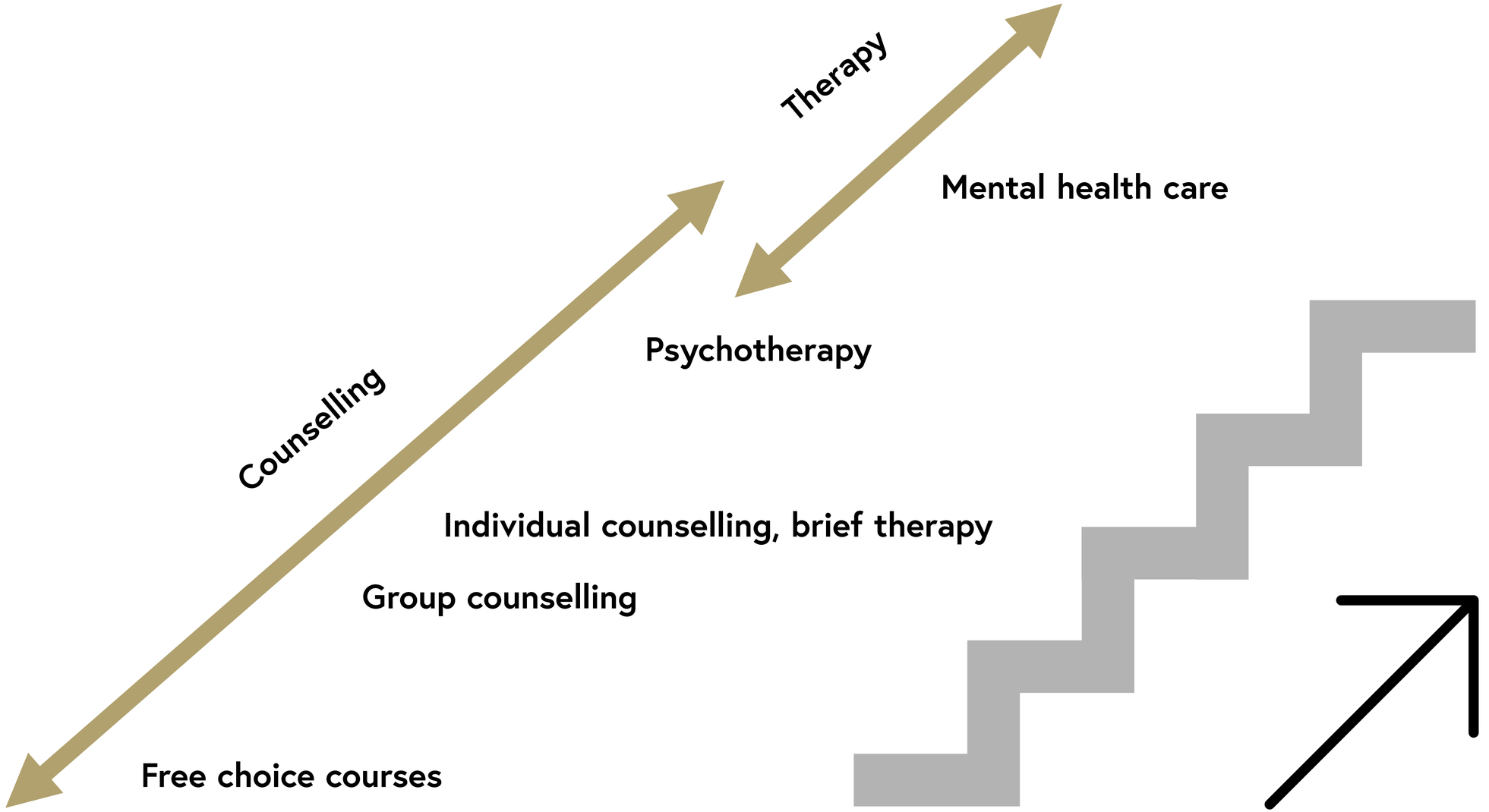
- Learning to be a mentor
- Practicing mentoring
- Practicing emotional support to others
- Real life experiences
- Building self-esteem and confidence

# Personal skills group training programs for students

- Art of learning
- Stress management
- Conflict management
- Burnout prevention
- Self discovery groups
- Personal development groups
- Development of effective learning skills
- Development of effective stress-management and emotion regulation skills
- Work-related conflict management
- Burnout prevention through lifestyle factors and personal psychological skills
- Development of self-awareness

# Student counselling and psychological support

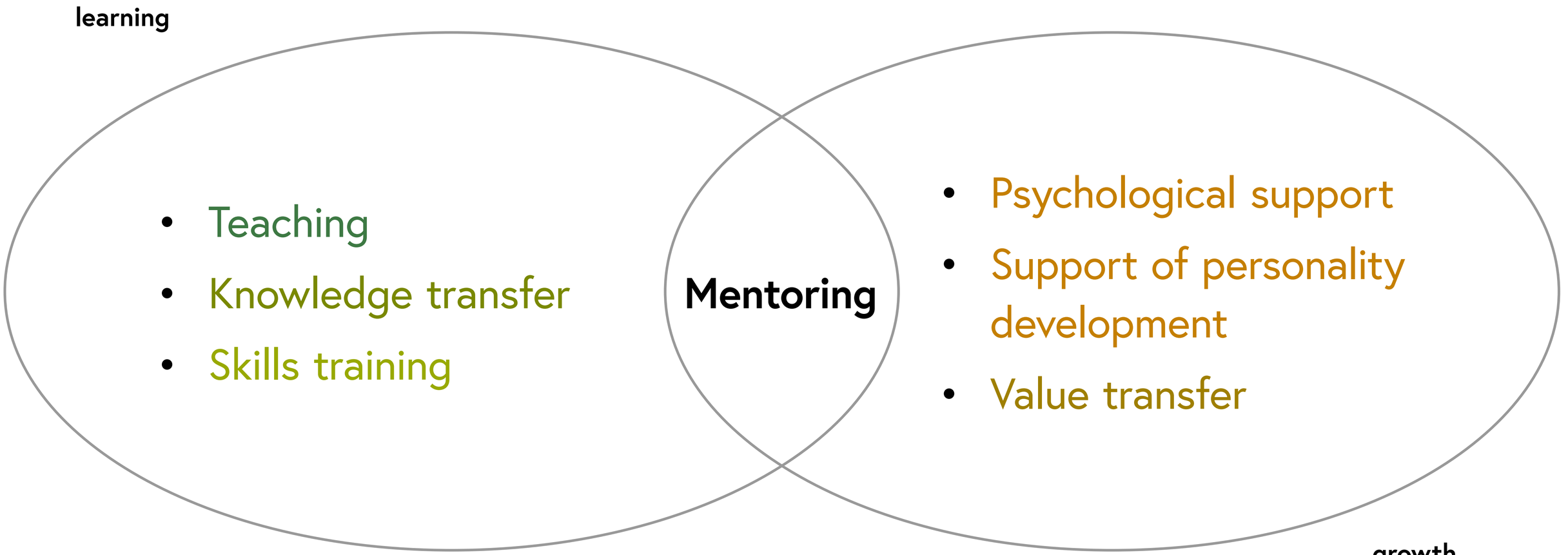
- Professional help for students with psychological difficulties
- Stepped care model
- Individual and/ or group settings
- Prevention (or early treatment) of mental disorders
- Avoid stigmatization


Therapy
Mental health care
Psychotherapy
Counselling
Individual counselling, brief therapy
Group counselling
Free choice courses

# Novel set of teachers' skills

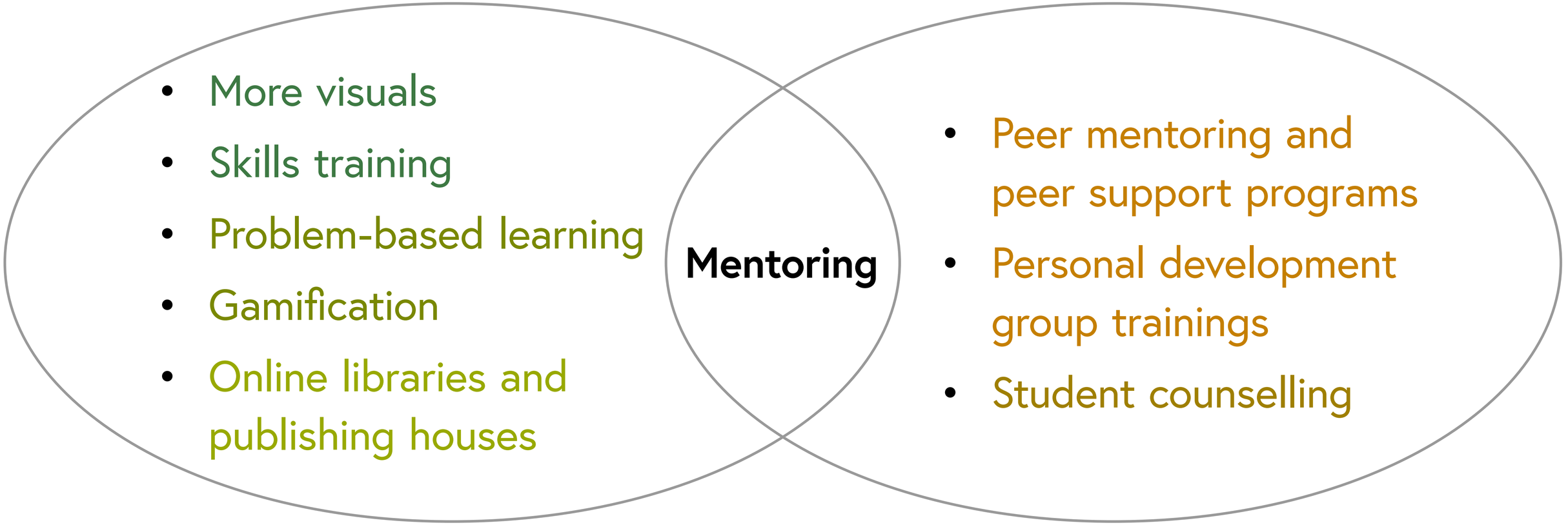
- Digital expertise
- Psychological skills 1. Motivation and learning support
- Psychological skills 2. Recognition of distress and emotional difficulties
- Psychological skills 3. Low intensity psychological interventions (psychological first aid, decatastrophisation, motivational interviewing etc)
- Mentoring skills (from paternalism to partnership)
- SOP for oral examination

# Education


learning
Teaching
Knowledge transfer
Skills training
Mentoring
Psychological support
Support of personality development
Value transfer
growth

# Education

**Obtaining the professional knowledge and skills**




**Being prepared to endure the challenges and difficulties**

# Thank you for your attention!

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Bildung, Wissenschaft
und Forschung