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**Academic Hospitality for International Students
in Higher Education:
Building Guidelines for Academic and Non-Academic Staff**

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**GENERATION Z IN HIGHER EDUCATION:
INTERNATIONAL STUDENTS EXPERIENCE AND ACHOPINT**



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GENERATION Z IN HIGHER EDUCATION: INTERNATIONAL STUDENTS EXPERIENCE AND ACHOPINT¹

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*In 1995 the internet
was born. So, too, was
Generation Z
(Seemiller, C., & Grace,
M. (2017).*

People living in the same age/period and therefore sharing the same conditions/opportunities and even same experiences are influenced by each other. This situation results in the fact that individuals who are born, grown and brought up in the same or close periods have similar characteristics. Academicians moving from this point put forward the term “generation” in order to define individuals and their characteristics. (Berkup, S. B. 2014).

Although not everyone born in a generational period shares the same values or experiences, they do share a common context that shapes their worldview. Considering the specific cultural and historical conditions of each country academicians argued if there are any differences between countries in generations. According to Sarraf, A. R. A. (2019) researchers that do not support national differences in generations mainly based on the argument that, with the continuous rise of technology, especially ICT, the trend of globalization has continued to increase, and so different nationalities are affected by major global events in the same way. Researchers that support national differences in generations accept the similarity if only these countries are similar in cultural terms. But considering the different historical, political, cultural and technological events, we can consider different categories for countries. Generations may differ according to the experience of social, economic, and historical events for some countries.

Six generations are identified today, each of them has their own characteristic:

- 1.The traditionalists who were born between 1928 and 1944,
- 2.The Baby Boomers (Boomers), born between 1945 and 1965,
- 3.Generation X, born between 1965 and 1979,
- 4.Generation Y (Millennials), born between 1980 and 1995,
- 5.Generation Z (post-Millennials, iGen), born between 1995 and 2010
- 6.Generation Alpha or the Google Kids born after 2010

¹ This paper has been presented on line in 3rd International Instructional Technologies in Engineering Education Symposium, organized by Ege University, Izmir, 17th and 18th of September.

Baby Boomers grew up as television expanded dramatically, changing their lifestyles and connection to the world in fundamental ways. Generation X grew up as the computer revolution was taking hold. Millennials came of age during the internet explosion. What is unique for Generation Z is that all of the above have been part of their lives from the start. The iPhone launched in 2007, when the oldest Gen Zers were 10 (Dimock, M. 2019).

Generation Z, (born 1995 through 2010), born with technology, and are known as digital natives. They are always connected to the networks and are fast in all the activities they perform, including taking decisions. They grew up in an entirely digital world. From the year 2020, the students of HEIs are from Gen Z, while the oldest ones have been just entered to the labor market. Schroth, H. (2019) states that the labor market and employers need to be prepared for its arrival.

Nowadays, Generation Z students fill the classrooms, campus programs, and residence halls in HEIs. In order to recruit, educate, and graduate this new generational cohort effectively, educators must understand the overarching characteristics, perspectives, and styles of these students. These generational patterns can provide institutions with valuable information to design effective policies, programs, and practices. (Seemiller, C., & Grace, M. (2017).

Some of the most distinctive characteristics of Gen Z'ers are:

- Technology native
- Focused on authenticity
- Entrepreneurial
- Educated
- Multicultural
- Socially progressive

Gen Z has different characteristics, communication methods and learning styles than ever. Gen Z HEI students identified with the characteristics of being loyal and open-minded, which appear to be associated with making an impact on others.

Some results from the research of "Pearson 2018 Meeting the expectations of Gen Z in higher education", although defined as "digital natives", plenty of students in Gen Z still value their teachers. Gen Z spends a significant amount of time on YouTube. Gen Z get credit as the "App Generation," and meeting the expectations of Gen Z in higher education are indeed more likely to adopt some non-traditional learning styles. Here are the percentage results of the research: (Pearson 2018)

- 59% of Gen Z believe technology can transform the way college students learn in the future.
- 54% of Gen Z say that technology can greatly enhance the college learning experience.
- 78% of Gen Z think their teachers are "very" or "extremely" important to their learning and development.
- 57% of Gen Z prefer in-person activities with classmates.
- 47% of Gen Z spend 3 or more hours per day on YouTube.

- 55% of Gen Z say YouTube has contributed to their education, learning, and/or personal development in the past 12 months.
- 47% of Gen Z like to use interactive learning apps or games to learn.

The way students learn is important when building an educational strategy in an HEI. So, the educational management should be adjusted to the needs of this new generation, which has been born with technology, and are known as digital natives. They are always connected to the networks and are fast in all the activities they perform, including taking decisions.

The research of Puiu, S. (2017) concluded remarkable results about the tools preferred by Gen Z when learning:

Tools	Percentage (%)
Solving problems/exercises	50.5
Debates in class	45
Working in a team	39.6
Case studies	33.3
Simulations	29.7
Audio-video online sources	20.7
Handbook	15.3
Written online sources	9.9
Free online courses	9.9
Written sources, other than the handbook	9
Homework	8.1
Periodical tests	7.2
Apps on a mobile device	7.2
Professional journals	5.4
Paid online courses	2.7

The results show us, Gen Z prefer solving exercises, case studies, working in a team, debating on a subject during the class, but they are also attracted by online sources and simulations and least attracted by tests, homework, paid online courses or professional journals. The preferred tools for learning should become preferred tools for teaching, too.



One Gen Z Student said; "To learn something, I prefer watching someone do it correctly, then make an attempt to do just the same"

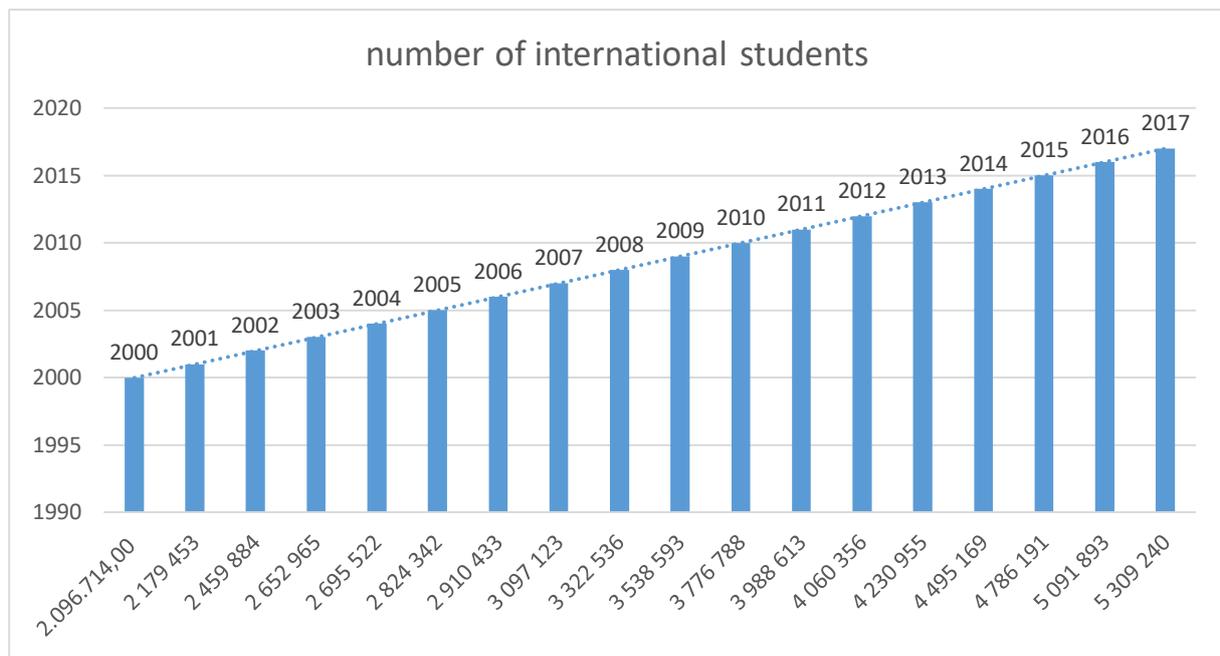
YouTube is one of the priorities of Gen Z's daily life. They use YouTube not just for fun, but also for learning. So they become great observers. The academicians who teach in HEIs and have students of Gen Z in their classroom should be aware that in order to teach first they should show. Once they watch it, see it, look at it, they will learn.

Adopting Culturally Inclusive Teaching Practices – Teaching/Learning management for international Gen Z students

UNESCO (2015) defines international student as; "An internationally mobile student is an individual who has physically crossed an international border between two countries with the objective to participate in educational activities in a destination country, where the destination country is different from his or her country of origin."

According to the AFS Global Research Study (2017), Mapping Generation Z, the Gen Z are more motivated than ever to study abroad. This makes them sojourners. Singh (2014) identifies "global" as one of the seven characteristics related to career of Gen Z and states that the desire to go abroad for studies and work and do something influential is also a feature of Generation Z.

The international student number data of UNESCO also confirms the motivation of Gen Z to study abroad. For a worldwide analysis, assuming the age for admission to a HEI as 19, Gen Z born between 1995 and 2010, have been enrolled to HEIs in 2014 earliest. The number of international students in the world by 2014 is 4,495,169. This number has been increased for the other years as stated in the graphic. For the year 2017 (the latest data of UNESCO) there are 5,309,240 international Gen Z and Gen Y (seniors) students in HEIs.



International education combined with Gen Z characteristics can cause complicated problems for HEIs. International education mechanisms currently have unsolved problems in HEIs. Bringing these problems together with a new generation of students require HEIs to review their social/academic/cultural activities in their campus. Generation Z is revolutionizing the educational system in many aspects.

AcHopInt, Academic Hospitality for International Students in Higher Education: Building Guidelines for Academic and Non-Academic Staff is a Project of Erasmus+ KA2 - Cooperation for innovation and the exchange of good practices KA203 Strategic Partnerships for Higher Education, funded by Turkish National Agency. AcHopInt seeks for solutions for enhancing academic hospitality in higher education institutions in both academic and non academic aspects.

Two important IOs of AcHopInt; Academic Hospitality Model and Guidelines for Academic Staff includes cross cultural learning/teaching processes for international Gen Z students. These processes are built on the strategies which have been developed based on the major characteristics of international Gen Z students. Thus AcHopInt aims to enhance the learning ability of international Gen Z students.

Learning/teaching/adoption processes for international Gen Z students

Students of Gen Z are authentic digital natives who are a hyper cognitive generation with different student profiles than before. Perception of students of Gen Z is different, because they are self-learners with access the educational resources (Singh, 2014). Usually, they are online exploiting several resources for learning considering the internet as the main provider of their knowledge.

Considering the features of the Gen Z demands, HEIs need to change their teaching–learning strategies, which have to become more visual, interactive, incorporating technology and social media/networking (Cilliers, E. J.2017).Gen Z consider technology increases the quality of teaching and learning. International Gen Z students should be able to access these educational technology 24/7 (Hussin, A. A. 2018).

As a matter of fact, social media tools, can be used as a Learning Management System. Thus AcHopInt recommends both in Academic Hospitality Model and Guidelines for Academic Staff to include social media to the teaching strategies in HEIs.

One important finding from study performed by Cilliers, E. J.2017 is that 100% of the students surveyed think they are more proficient in using technology than their professors. Thus the educators should find creative ways of incorporating technology in the teaching–learning process. Podcasts, websites, simulations, interactive tutorials on YouTube, and Internet-based educational games are some of the technologies that can capture de attention of GenZ. Social media like Twitter and Instagram can be used for communicating and share knowledge.

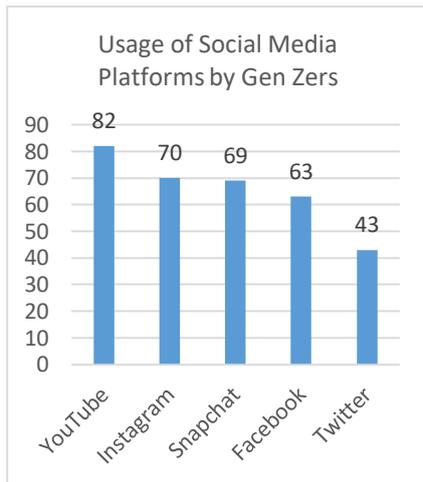
Cilliers, E. J. (2017), based on earlier literature, offered possible bridges between Gen Z students and their lecturers. Table 1 provides a summary of the Gen Z students-view and lecturers-view in HEIs and offers possible solutions to bridge these different viewpoints, and create a way forward for teaching-learning strategies accommodating Generation Z students.

Student view	Lecturers view	Possible bridge
Know they have more technology know-how than their lecturers	Realize that they teach a student with more technology know-how	Instructors teaching Generation Z must be prepared to teach using software, hardware, and digital, technological and social media. Creative classroom setups will need to form part of the education process.
Online connected throughout the day resulting in quick information	Include some technology in teaching, but it is limited.	Explore the Internet as a communication tool in a group decision-making process and seek to not work in isolation, but enhancing the interconnectedness of the group.
Requesting more technology-usage as part of their modules	They realize that social media can benefit teaching/learning strategies, but don't have the knowledge to implement such initiatives	Research social networks and their impact on the traditional approach to urban planning as possible integration method. Explore virtual place-making processes and creative classroom setups.
Growing interest in online examinations, online study material	Believe traditional teaching methods (such as written examinations and formal contact sessions) are best strategies.	Explore applications and supporting software to implement a gradual change. Replace PowerPoints with open discussions, lively debate and structured group work.
Prefer more contact sessions	Prefer more (traditional) contact sessions	Move away from traditional teaching approaches to more learner-based learning. Include visual methods and creative teaching sessions (indoors and outdoors).
Born into the internet-era and does not understand a different view	They are not fully aware of the characteristics, challenges and preferences of the Generation Z student but are willing to learn	Some lecturers will need professional development support to help them move from a traditional to a transformational learning model.

Source: Cilliers, E. J. (2017). The challenge of teaching generation Z. *PEOPLE: International Journal of Social Sciences*, 3(1).

Strategies included in AcHopInt for international Gen Z students:

1. Video-based learning: Gen Z students in HEIs, they prefer learn through images/videos/audio instead of text compare the previous generations. YouTube is a great tool for learning management in HEIs for international Gen Z students. Some recent research shows us 82% of Gen Z uses YouTube. The below graphic show us the on line behaviour of Gen Z (Poll 2018). Although YouTube is accepted as an informal learning resource, HEIs can built formal learning procedures via YouTube. International Gen Z students can benefit from the interactive and multilingual characteristics of YouTube in their learning processes. Apart from



courses, videos of effective speakers can also bring content to life and help international students to deal with their difficulties.

2. Benefiting from social media: Instagram, Facebook, snapchat and twitter are the social media tools that Gen Z is interested in. Gen Zer check social media up to 100 times a day (WEF 2018). Social media is an effective way to communicate about the study programs in HEIs, however international students are online to connect and exchange information. Thus, providing valuable and reliable content for international Gen Z students is a crucial step. For the first stage of enrollment, invitation, showing the prospective

students how campus life in HEI looks like, showcasing student and faculty work, giving visual information about social and cultural activities and also giving them the opportunity to connect with other students who has been already enrolled and alumni gives them a first glimpse of how it is to be an enrolled student. Social media serves as a network to interact with other users. Therefore, building a dialogue instead of a monologue with international Gen Z students fosters engagement and increases their interest.

3. Peer Learning: Gen Z embraces peer to peer learning – with 80% reporting Gen Z'er study with friends and classmates and enjoy to ability to get different perspectives, according to Zimmer, C. (2017). Academic Hospitality Model offers an international peer learning methodology for international Gen Z students. This methodology give international Gen Z students the opportunity to learn from each other.

4. International Coaching System (ICS) : Independent and collaborative work are both important to Gen Zers. The aim of the international coaching system is to develop critical thinking skills and understand the cultural diversities. Within the ICS, volunteer coaches will be chosen from preferably master and PhD degree students and they will continue team works with international students that have adoption problems both for academic achievement and socialization. The aim of this system is to enhance the campus internalization. The great benefit of coaching is that International Students see quick, positive results as an outcome. This is because coaching is participative and students tend to learn and adopt new habits more easily when they are actively engaged in the learning process with their coaches. As soon as a coaching session ends International Students can implement practices to reach their goals.

5. Enhancing communication with academic and non-academic staff: International students has communication problems with both academic and non-academic staff in HEIs. Especially in their first academic year, while suffering from culture shock, international students also deal with communication problems. The academic hospitality model offers workshops for both academic and non-academic staff for enhancing cross cultural communication.

6. Adoption opportunities for international students to for their social needs: ICS will also serve as a tool for friendship and socialization. International Gen Z students will find opportunity to communicate with other Gen Z students apart from their academic work.

7. Redesigning curriculums: Academic Hospitality Model offers HEIs to review their curriculums according to the requirements and characteristics of international Gen Z students. For example, real word activities are an important focus area of Gen Zers. Focusing on career development activities and provide some courses on entrepreneurship, organizational culture, financial literacy would be beneficial for international Gen Zers.



***One Gen Z Student
said; "My ideal
learning environment
is one where I can
participate with the
group only if I choose,"***

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