

A PHENOMENOLOGICAL STUDY OF MILLENNIAL STUDENTS AND
TRADITIONAL PEDAGOGIES

by

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ABSTRACT

The millennial generation comprises the majority of learners in the traditional university setting. Nurse educators identify problems developing teaching strategies in education that undergraduate millennial nursing students find engaging and meaningful. To prepare for the challenges of this group, it is imperative nurse educators examine preferred teaching methods, student learning styles, and needs in relation to traditional pedagogies. The purpose of this study was to identify the perception of millennial students participating in traditional pedagogies and its significant implications for nursing education. This interpretive phenomenological study recorded the lived experiences of millennial nursing students' experiences in traditional classrooms. One on one interviews with 13 millennial students were conducted. Data collection and analysis aligned with van Manen's method. There are five themes that emerged from the data: physically present, mentally dislocated; unspoken peer pressure; wanting more from the professors; surface learning; and lack of trust. The essence focuses around the central theme of belonging. The millennial students identified the most significant challenge in a traditional classroom was disengaging professors. Recommendations for faculty to engage nursing students through a method of shared responsibility of educational approach are given. Blended teaching pedagogies that offer traditional and active methods such as role playing and discussion forums are recommended.

DEDICATION

In memory of my step son

Eric William Toothaker

Forever loved, Always Remembered

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Chapter 1

INTRODUCTION

One goal of nursing education programs must be to produce nursing graduates that can apply theory to practice. Theory-guided practice provides nurses with a framework for clinical decision-making and ensures accountability by increasing transparency of individual actions (McCurry, Hunter-Revell & Roy, 2009). Oblinger and Oblinger (2005) identify a new group of students in the college setting, known as the Net Generation or millennials, classifying them as persons born between 1982-1994. College students age 18-24 years old are members of the millennial generation and learn more easily with non-traditional pedagogies. Traditional pedagogies have a teacher-centered approach to learning that is centered on transference of content measured upon the student's ability to recall content (Weimer, 2002).

Pardue and Morgan (2008) note this group of millennial students' challenge traditional approaches to instruction. This new generation has preferred learning styles, learning experiences, and educational needs. Skiba and Barton (2006) note in *Adapting your teaching to accommodate the Net generation of learners*, "there are demands of curriculum revision which will graduate learners with the necessary skills to meet challenging workforce needs" (p. 45). The millennial learner's worldview is multicultural and global, while Tapscott (2009) characterizes this student group as sheltered, special, confident, team-oriented, achieving, pressured, and conventional. Educators are seeking ways to engage and effectively instruct a generation of students reared in a rapidly changing world of forty hours a week of media where reading and writing play no role.

The National League for Nursing's (NLN) call for transformation of nursing education reflects the need for a paradigm shift (Stanley & Dougherty, 2010). The NLN suggests the need for nursing education to react to the needs of the current student population. Emphasis is placed on providing educational learning environments conducive to the new student population. Despite this initiative by the NLN, the idea lacks theory to practice application. The millennial generation has a high sense of self worth and believes they are unique (Tapscott, 2009). These learners welcome structure and require frequent, positive reinforcement. These unique learners are group-oriented which poses problems to traditional individual learning in nursing programs that continue to use lecture and power point as the primary method of knowledge transference.

Background of the Problem

The alignment of pedagogies of inquiry remains weak and millennial students lack application of knowledge to practice. Pedagogy encompasses the nature of knowledge to include which material is taught, the method of teaching, and emergence of learning. Traditional approaches to pedagogy within nursing programs have been noted to be disengaging for students (Allen, 2010). Traditional pedagogies center upon the transference of content and information in a positivist form of knowledge expecting the same outcomes from each student (Greer, Pokorny, Clay, Brown, & Steele, 2010). The students are dependent upon teachers to give information which students are expected to memorize and reverberate without developing true content comprehension (Freire, 2007). Each has preconceived roles which guide the domains of traditional pedagogy.

Research influences nursing education to produce graduates that can apply theory to practice providing safe, efficient care based upon individual patient needs (Allen,

2010; Weimer, 2002). Nursing faculty are challenged with creating an environment that amplifies student's preferred way of learning while continuing to align with program standards and criteria (Mangold, 2007). Modification of previously acquired teaching skills fails to meet the millennial learner style. Traditional methods of teaching include didactic lecture, the use of PowerPoint slides, objective testing, and writing papers (Mangold, 2007). Methods of this magnitude involve the process of knowing rather than doing. McCurry and Martins (2010) highlight the need to understand more about millennials and their personal engagement in traditional methods of learning.

The framework for clinical decision making stems from theory-guided practice and ensures accountability by increasing transparency of individual actions (McCurry, Hunter- Revell, & Roy, 2009). Nurse educators have a responsibility to facilitate student learning and evaluate outcomes (NLN, 2002). Challenges arise for educators to develop an appreciation of learner uniqueness as well as personal methods of acquisition of knowledge. Skiba and Barton (2006) highlight a nursing curriculum revision that embraces learners so they develop the skills and the knowledge essential to meet challenging workforce needs. Traditional methods of teaching, strong in pedagogies, are effective in the development of professional identity, commitment to learning values, and commitment to ethical practice.

The NLN is devoted to excellence in nursing education. In 2003, the NLN called for a transformation of nursing education in an effort to react to the needs of a changing student population. Since the call for transformation, several other reports such as the Institute of Medicine *To Err is Human* (2008) and Benner's call for radical transformation (2010) provide key insights into nursing education's need to shift away

from traditional pedagogies. The complexity of nursing practice and changing technology lends to higher clinically oriented teaching in all levels of nursing education (Benner, Sutphen, Leonard, & Day, 2010). The acquisition of knowledge needs deeper application into practice.

The American Association of Colleges of Nursing (2012) has predicted a severe nursing shortage over the next 20 years stemming from an aging workforce and an increase in life expectancy. Despite the need to accrue more registered nurses for healthcare, “52,115 qualified applications were turned away from 565 entry-level baccalaureate nursing programs in 2010” (AACN, 2010, para.9) and 75, 587 in 2011 (Niederhauser, Schoessler, Gubrud-Hower, Magnussen & Codier, 2012). Recent studies illuminate the need to focus on student retention as an important approach to addressing the nursing shortage (Wong, Seago, Keane, & Grumbach, 2008).

Nursing programs across the United States have attrition rates of up to 50% (Abele, Penprase, & Ternes, 2013). Retention of nursing students presently enrolled in nursing programs can help to address the ongoing nursing shortage (Williams, 2010). The American College of Nursing Education recommends an attrition rate of 20% or lower for all nursing programs (AACN, 2012). Nursing programs such as diploma, associate, and baccalaureate spend time and resources on recruitment of qualified applicants. Nursing students still drop out of nursing school despite the severe nursing shortage. The NLN denotes a 91% completion rate for associate programs, 85% completion rate for diploma programs, and 81 % completion rate for baccalaureate programs (NLN, 2013). Adding to the already complex need to retain nurses, the NLN notes that qualified applicants are being turned away by all programs as well. In 2012,

associate programs rejected 45%, diploma programs 18%, and bachelor programs 36% of qualified applications entry into nursing programs (NLN, 2013).

Once a student is admitted to a program, the challenges take on a new role. The students must be given resources that facilitate learning and aid in academic and clinical success (Shelton, 2012). The recommendation of lowering attrition rates presents challenges to programs. Although academic leaders cannot prevent all attrition, addressing preferred learning styles may be effective (Warda, 2008). The need to evaluate and identify new ways to decrease rates is needed. Identification of learning styles and methods helpful to the new generation can increase the attrition of the student population.

Adding to the complexity, the number of faculty available to teach is diminishing to the extent that schools face shortages of nurse educators (Benner et al., 2010). Nursing faculty shortage is compounded with high numbers of retirement, higher salaries in clinical practice, and lack of graduate programs to meet demands (Pullen, Mueller, & Ashcraft, 2009). Nursing education needs faculty with deep nursing knowledge who add to the depth and breadth of nursing education. The NLN (2013) signifies the need for 54% more faculty in just the bachelor program level. The corresponding numbers of faculty needed across the board from associate to doctorate lend challenges to the educational system. Benner et al. (2010) notes “nursing education’s opportunity and responsibility extends to the curriculum and pedagogy, particularly in integrating clinical and classroom learning” (p. 6). As the nursing shortage widens and the number of qualified faculty diminishes, a revitalization of teaching methods is paramount to deliver highly effective teaching strategies that students find engaging.

Nursing education's history is rooted in training nursing rather than educating nurses. Many nursing schools were initially hospital based and provided passive learning strategies such as lecture and transference of knowledge at the bedside. The Goldmark Report of 1923 recommended a shift in nursing education that changed objectives of training programs from service to education (Allen, Allison, & Stevens, 2006). In 1950, the National League for Nursing Accrediting Committee (NLNAC) accredited diploma programs. The American Association of Colleges of Nursing (AACN), founded in 1996, focused exclusively on baccalaureate and graduate programs. While education has changed over the last several decades, methods of educating nursing students have remained stagnant as traditional pedagogies continue (Benner et al., 2010; Tanner, 2002).

Schools are intergenerational and often combine several generations in one classroom, lending to an integrative diversity of learning styles and ways of knowing. Each generation shares common experiences that contribute to ways of thinking which affect classroom cultures. In addition, students and faculty derive from different generations adding to the complexity of the classroom environment. The language, habits, beliefs, and life experiences contribute to patterns of knowing and affect the teaching-learning process (Earle & Myrick, 2008). Examination of generational characteristics allows examination of shared experiences of persons within a specific generation.

Four generations exist in today's educational environments which are: the Veteran generation (1922-1945), the Baby Boomer generation (1945-1960), Generation X (1960-1980), and the millennial generation (1980-2000) (Hannay & Fretwell, 2011). Gaining insight into generational viewpoints will clarify the understanding of preferred learning

pedagogies to optimize generational teacher/learner needs. Benner et al. (2010) explores the divide of pedagogies of classroom (teacher-focused) versus clinical practicum (learner-focused), revealing student outcomes differentiation challenging traditional nursing pedagogy. The shift in nursing education brings forth many challenges, and the added complexity of generational diversity yields the need for the exploration of generational preferences.

Millennials

Today's university and collegial settings are predominately students who are categorized as millennial students. Defining a generation gives characteristics, values, and lends insights to educators of the population they serve. Millennials are persons born from 1982-1994 who just as their predecessors have distinct traits and values that cultivate the generation. Earle and Myrick (2008) describe the millennial learners as "assertive, optimistic, self-reliant, and inquisitive" (p. 625). Born with technology in hand, millennials prefer experiential learning, collaborative approaches, and need feedback that is instantaneous. Proserpio and Gioia (2007) characterize this generation as "learning in a somewhat different way than the previous verbal or visual generations" (p. 73).

Millennials have a belief that they are unique, and a high sense of worth setting them apart from other students. Tapscott (2009) denotes that these learners welcome structure but require frequent, continuous, positive reinforcement. Based upon characteristics of the generation, millennials challenge traditional, individual learning engrained in traditional pedagogies found in nursing programs. The change this generation brings to the classroom culture presents challenges to nursing faculty. Most

nursing faculty are part of the Boomer generation and are not familiar with technology. Awareness of strategies that adult learners find beneficial is not a requirement for being hired in traditional university settings.

Digital Divide

In the 1990s the term digital divide described individual differences between those who did not have access to computers and those who did (Belanger & Carter, 2009). Expanding upon this early definition, Sadykova and Dautermann (2009) note digital divide includes gaps in skill sets and education in technology. Application to nursing education reveals skills gaps between teacher and student. Learners today expect to be engaged in classrooms that apply digital technology to learning.

At the collegiate level, faculties are challenged to meet the needs of new learners. Traditionally, the hiring of nursing faculty is based upon the expertise of subject matter. Faculty continues to distribute knowledge through traditional methods due to lack of knowledge, skills, and experience (Sadykova & Dautermann, 2009). Colleges and universities accentuate the need to prepare faculty to meet the challenges of millennial learners.

Problem Statement

Nursing classrooms are changing rapidly as increasing numbers of millennials arrive in college. Millennials, the highest proportion of students enrolled college population at 39.6%, add complexity and unique diversity to the college classroom (Pew Research, 2010). To prepare for the challenges of this group, it is imperative nurse educators examine preferred teaching methods, student learning styles, and needs in

relation to traditional pedagogies. Nursing educators have a responsibility to facilitate student academic learning and evaluate outcomes (NLN, 2010).

A fundamental component of pedagogical practice lies in understanding different learning styles and learning preferences of nursing students. Nurse educators identify problems developing teaching strategies in education that undergraduate millennial nursing students find engaging and meaningful (DeBourgh, 2008; Hunter-Revell & McCurry, 2010; McCurry & Martins, 2010; Skiba & Barton, 2006). The need to define the preferred method of learning is even more crucial as annual pass rates of the NCLEX examination declined by 12% in 2008 causing the Commission on Collegiate Nursing Education (CCNE) to sanction probation to nursing schools whose pass rates fall below 80% (NLN, 2012; Ukpabi, 2008). Despite the sanctions, only 90.34% of nurses eligible to take the NCLEX examination in 2012 were successful on their first attempt (NSBN, 2013). The growing need to capture 100% pass rates is crucial to the overall nursing shortage. Nurse educators must find ways to enhance the learning environment and develop methods that align with expectations of millennial students. Gaining insight into the perceptions of millennial students being taught with traditional pedagogies can decrease student attrition, increase student retention, and directly benefit student success in nursing programs. There has been little evidence of research on factors that influence millennial attrition in nursing programs (Gardner, Deloney, & Grando, 2007). The development of new pedagogical strategies that align with learning styles can aid in academic success (Abele, Penprase, & Ternes, 2013).

Nursing students must acquire problem-solving skills, critical thinking skills, and effective communication skills in a technology driven society where most nursing

programs continue to be offered in a traditional classroom setting. Engagement of students in nursing classrooms is crucial to facilitate student development, decrease retention, and ultimately ensure longevity of nursing programs (NLN, 2012; Ukpabi, 2008). It is important for nursing educators to examine whether current pedagogical strategies are meeting the needs of millennial learners. No study to date has examined the millennials perspectives in traditional nursing classrooms that use traditional teaching pedagogies.

Purpose of the Study

The purpose of this study was to identify the perception of millennial students participating in traditional pedagogies and its' significant implications for nursing education. Knowing preferred methods of pedagogical practices desired of millennials will define not what to teach but how to teach to get the message to the student. The fundamental facet of pedagogical approaches lies in gaining a clear, distinct understanding of students' learning styles and preferences to aid in academic success.

The improvement of teaching strategies is contingent upon the identification of learner preferences. Philosophically, nursing education is centered on instilling caring into nurses and the formulation of critical thinkers that will be able to apply theory to practice. Theorists such as Watson and Boykin highlight theories of caring. Boykin (2013) notes that fundamentally nurses grow in the capacity to express caring. Boykin (2013) aligns the assumption by "how a nurse approaches professional caring practice from an informed stance grounded in disciplinary knowledge" (p 6). From a philosophical standpoint, it is paramount that nurse educators engage in research about

whether contemporary pedagogical practices are meeting the needs of millennial students.

Significance to Nursing Education

Nursing education leaders wish to retain students (AACN, 2009). Nursing education needs to find proven teaching strategies in the literature that will engage students actively in the learning process (NLN, 2012; Ukpabi, 2008). An effort to identify strategies that increase students' understanding and experience may ultimately help to retain more students and decrease attrition. In addition, most nursing educators are second-generation digital immigrants teaching first-generation digital natives, thus adding to the complexity of the problem. Jaschik (2009) identifies the need to develop strategies to meet the needs of students. Insight into delivery of education that changes ways of thinking will move nursing education beyond traditional pedagogies.

Research Questions

The research was centered on identification of pedagogical strategies for millennial nursing students in a university setting. The specific question guiding the research was: What is the lived experience of the millennial nursing students in educational programs that use traditional nursing pedagogies?

The selection of research provided a systematic way to collect evidence to answer questions, generate new knowledge, or aim to solve a problem (Vogt, 2008). Qualitative research designs provide a systematic, empirical strategy for answering questions about people in a particular situation. Different than quantitative design, qualitative designs align with philosophical viewpoints of constructivism. The methods of data collection, analysis and interpretation rely on perspectives and meanings from viewpoints of the

participants. Qualitative design uses emerging methods, open ended questions, and data (interview, observation, or document) to examine themes for interpretation.

Application of the framework includes transformation of perspective to guide ones thinking, feeling, and acting in professional practice. As a nurse educator, the framework not only affects personal nursing practice, but also transcribes onto nursing students viewpoints, practice, and situatedness within the profession. Phenomenology is a qualitative research design that is theoretically grounded in constructivism (van Manen, 1990). Studying a particular group of participants helps to examine patterns and relationships in an attempt to understand the group. Through the use of interviews, researchers delve into the participant to unearth their perspectives. A greater interaction with student participants creates an open system between researcher and informant. A need for deeper understanding from individual perspective or viewpoint extends beyond quantifiable data.

Changes in generations bring about characteristics that each generation has “lived” through. The bringing of unique perspectives and understanding to a set period in time shapes their reaction to situations. Millennials have arrived in college settings and much like their predecessors bring along unique characteristics to the learning realm. While Tapscott (2009) highlights their characteristics, nursing education is challenged with strategies that this generation finds engaging.

Phenomenology was used to discover the meaning of millennials’ experience in collegial settings. How they “become” in the new environment is shaped by their experiences. The choice of theoretical method helps to align with qualitative study of phenomenology and the conceptual framework of Parse’s theory helps align with the

method. As the population of learners changes, it will be imperative to listen and to gain viewpoints from our students to the effectiveness of teaching strategies that are impinging upon National Council Licensure Examination (NCLEX) success, safe practice, and conducive learning environments. The act of becoming a nurse takes on new learning that encompasses concepts and theories when applied to skills molds disciplined, safe, critically thinking practitioners.

Theoretical Framework

Nursing knowledge is enhanced through research that is discipline specific. Parse (2005) highlights that research should be guided by nursing theories which add unique theoretical perspectives. Parse's research method of human becoming serves as a foundational theoretical model to elaborate and expand upon knowledge of humanly lived experiences. The aim of the model seeks to discover what happens when a human lives through a specific experience and depicts an individual viewpoint.

Parse's Human Becoming Theory is a fitting conceptual framework of a model of teaching-learning for nursing education. The theory identifies the promotion of learning by purposefully engaging students to reveal personal meanings/situatedness and a philosophy of caring to create well-built professional individuality. The structure of the framework is the lived experience as told by the participants which enhances understanding of human becoming. The understanding gained from the research aids to expand knowledge that the nurse can use in practice (Parse, 2012; Parse, 1999).

Rosemary Parse's Human Becoming Theory is predicated on the philosophical assumption that humans are unpredictable and ever-changing and create a unique becoming (Parse, 2011). The research methodology utilizes a method of inquiry. Parse

posits humans as experts on their individual quality of life. In addition, she highlights that humans cannot be reduced to parts and still be understood. Tomey and Alligood (2002) note that “persons are living beings who are more than and different from any schemata that divides them” (p. 528). Parse’s Human Becoming Theory was a fitting conceptual framework of a model of teaching-learning for nursing education. The theory identified the promotion of learning by purposefully engaging students to reveal personal meanings/situatedness and a philosophy of caring to create well-built professional individuality.

Parse (2012) explicitly describes three major assumptions as meaning, rhythmicity, and transcendence. Meaning derives in freely choosing personal meaning through lived experiences. Rhythmicity is defined as man and environment cocreating. Parse (2011) incorporates imaging, valuing, and languaging in a set pattern that relates a mutual process. Transcendence refers to a constant transformation of one person reaching out and beyond originally set limits. From a human becoming perspective, the decisions in nursing and healthcare are shaping the nursing discipline. The decisions being made are inherent values and beliefs unfolding based upon context of changes. Quality changes in nursing yield a focus upon becoming and improving the profession and practice.

Parse defines the concepts of human (person) and health, and highlights a goal of nursing within her conceptual framework (Parse, 2012). Parse’s (1999) definition of human beings is “open beings who mutually cocreate with the rhythmical patterns of the universe (the environment), who are recognized by patterns of relation, and who freely choose in situations” (p. 14). Further illumination of the goal of nursing is quality of life,

defined as “the incarnation of lived experiences in the indivisible human’s views on living moment to moment (becoming) as the changing patterns of shifting perspectives weave the fabric of life through the human-universe process” (p. 14). Application to academia then purposefully seeks to engage students and create strong professional identities.

Woven into the framework of Parse’s theory is the notion that nurses require a unique knowledge that helps them to develop practice and research which in turn helps to fulfill personal obligation to mankind. Application to nursing education illuminates the need of educators to gain new unique knowledge to transcend to students gaining personal fulfillment. Underpinnings of the model relate to persons as open, not reducible, ever changing, and recognized by pattern. Meaning, rhythmicity, and transcendence are three themes from the theory that guide three principles known as structuring, cocreating rhythmical patterns, and cotranscending (Parse, 2012).

Structuring yields the way one sees the world, an individual reality, which helps to identify personal values and priorities. Cocreating rhythmical patterns reveals personal patterns developed by the individual that adds meaning and worth. A person can change his or hers values as new ideas, life experiences, or dreams negate. Cotranscending is a form of transforming that is a selection of endless opportunities or choices which reflect individual manner of becoming.

Human becoming is centered on the inquiry to continually discover and understand lived experiences. The need for true presence reveals individual viewpoints in a lived experience. The transcendence of knowledge and moving creates new insight and formulation of knowing. The nurse learns about the person’s perspective and

confirms value by asking the person what is most important; this is imperative to enhance our understanding of patterns of knowing.

Definitions

The following theoretical definitions were used throughout the study:

Attrition: a loss of students from a nursing program resulting in a difference between the number of students beginning the program to the number of students finishing the program (Abele, Penprase, & Ternes, 2013).

Millennial: a person born between the years of 1982-1994 and is associated with intellectual flexibility and immediacy (Schams & Kuennen, 2012).

Generation: a generation is typically defined as a group of people born around the same time (roughly a twenty year span) who display a common persona.

Generational Diversity: four generations of students in an educational classroom: Baby Boomers, Veterans, Generation X; Millennials

Retention: as persistence, or choosing to continue in a nursing program, and successful academic performance, or meeting the necessary academic standards to continue in a nursing program (Shelton, 2012).

Traditional Pedagogies: a teacher-centered approach to learning centered on transference of content measured upon the student's ability to recall content (Weimer, 2002).

Assumptions

Assumptions are statements about character of things; these statements cannot be tested (Leddy & Omrod, 2010). Reflective in the nature of the study, it is assumed that a qualitative approach is appropriate for this proposed study. Three assumptions underlie the proposed research study: honesty, depth, and representative population. First, the

study gathered personal experiences of millennial nursing students using predetermined interview questions. The assumption lies that each participant answered the questions honestly throughout the length of the interview. The research ensured confidentiality of participants to encourage honest reflection of experiences.

Second, the researcher assumed that the participants in the study shared the experience of the classroom openly and provided an in-depth reflection. van Manen (1990) highlights this adds to the trustworthiness of the research. Open-ended questions allowed the participant to reveal their experiences in their own words.

Last, it was assumed that a chosen sample population of millennial students represents millennials of a traditional pedagogical program. There was also the assumption that there was an adequate amount of millennials available to do the study. The interviews continued until data saturation occurred.

Scope and Limitations

The phenomenological study designed to explore millennial nursing students in relation to nursing retention included interviews of enrolled baccalaureate nursing students in a local Pennsylvania university. Interviews were conducted until data saturation occurred. Open-ended interviews, ensuring all participants received the same set of interview questions, allowed the participants to tell their story from their perspective, beliefs, and values. The concept of generalizability limits the findings of this study to millennials in similar conditions. Findings of this research may be generalizable to larger nursing student populations and healthcare educational settings.

Limitations were identified for this study. One limitation is that qualitative data may be subject to alternate interpretations. The millennial student interviews may have

also voiced personal complaints rather than a true sharing of personal experiences. The researcher redirected the interview with additional questions to elaborate sharing of personal experiences. In addition, the responses from the perspectives of the students might have contained vague memories, attitudes, or opinions that can be reflective of recent events.

Another limitation could be the loss of respondents to the study. Conflicting schedules of the interviewer and students, travel distance, and lack of interest may factor into this limitation. Every attempt was made to replace the lost respondents with other millennial nursing students. As the study seeks to examine lived experiences, the study was contingent upon honesty of the participants.

Delimitations

The study used a small sample of the millennial nursing students enrolled in a baccalaureate program in Pennsylvania and so it may not apply to all nurses. Baccalaureate programs of public universities adhere to the standards of the Commission on Collegiate Nursing Education. The university enrollment size is dependent upon faculty, and represents both local and distant students. The size of the nursing program at the university can affect the external validity and reliability of the proposed study.

The socioeconomic factors were measured in a demographic survey to examine the representation of socioeconomic status. A delimiting factor may be the lack of representation from other generations present in the same nursing classroom environment. The nursing profession is dominated by females and cross-representation of gender may have been excluded. In addition participants were assumed to be honest

and truthful. The knowledge gained from this study may be applicable to faculty and healthcare organizational leaders.

Summary

Education of nurses is at a pivotal time with emerging generations presenting unique challenges. The rapidly changing classroom and emergence of millennial students present learning styles that may challenge traditional pedagogies. Nurse educators in an effort to facilitate learning outcomes need to identify preferred learning styles of millennial nursing students. Parse's theoretical framework provides a foundation to guide nursing practice and nursing research. The qualitative proposal aligns with the theoretical framework of a phenomenological study to gain insight into lived experiences of millennial nursing students. This study was to identify methods that millennials find helpful and engaging.

Chapter one provided a background of the study, problem statement, purpose, significance to nursing education, and the nature of the study. The chapter also highlighted the research questions and linked theoretical framework. The chapter concluded with assumptions, limitations, and scope.

Chapter two includes a review of existing literature on the history of nursing shortage. The millennial students and the diversity of the nursing classrooms when multiple generations are combined in one classroom are discussed. The call for radical transformation and the effects on traditional paradigms are explored. Generational differences become clearer through a review of literature. The chapter concludes with a discussion of the role of the faculty.

Chapter 2

Review of Literature

Chapter two addresses the literature of relevance to the research questions, historical viewpoints of nursing education, and critical assessments of millennial generation students. Literature was reviewed through the University of Phoenix Library databases, Proquest, EBSCO, Gale-Power Search, PubMed, Medline, Sage, and through the Internet search engine Goggle for information, peer-reviewed journal articles, and published books. The Internet links from websites such as RN Ed Academia and American Nurses Association were used as resources for current changes in nursing education. Table one summarizes the literature search results.

Table 1

Summary of Literature Search Results

Topic	Peer-Reviewed Articles	Non-peer reviewed articles	Books	Dissertations	Stand Alone Websites
Millennial Students	12	1	1	0	1
Millennial Nursing Students	9	1	1	0	0
Traditional Nursing Pedagogies	12	2	7	2	1
Multi-generations education	12	1	1	2	1
Nursing Education Paradigms	9	0	2	0	1

Chapter two includes a discussion of literature relevant to various aspects of the study. The historical significance of nursing education, the evolution of technology, and

the effects of technology on the nursing Net Generation students are described. The difficulties of the Net Generation learning when participating in traditional methods of education delivery are also described. Finally, the role of the nursing leader in relation to millennials students outlined in literature is discussed.

Nursing Education and the Educational Process

The nursing classroom is a complex, multi-disciplinary, multi-generational cohort that brings new challenges to nursing education. Multi-generations are currently sitting together in one classroom adding complex situations for educators. The groups of students who currently make up the majority of college students come from the Net Generation (Tapscott, 2009). To provide both historical and current perspectives on nursing education, the millennial generation, characteristics of millennial learners, and perspectives of the generation, the literature review focuses on the following:

- 1.) Historical context of nursing education
- 2.) Generational Differences
- 3.) Millennial generation characteristics
- 4.) Millennial generation learning style

Understanding nursing education, the millennial generation, characteristics of the millennial generation, and perspectives from the learner may help nursing educators achieve organizational goals and objectives. Nursing educators are challenged to be abreast of ever-changing attitudes, values, and motivators of students (Horsfall, Cleary, & Hunt, 2011; Strauss & Howe, 2007). The identification of different generations and cohorts that challenge college classrooms adds complexity to nursing education.

Nursing educators struggle to develop teaching strategies that undergraduate nursing students find engaging and meaningful (McCurry & Martins, 2010). The authors claim faculty growth occurs when adjustment of teaching styles accommodate learners in an effort to increase their critical reflection. Modification of assignments that expand upon students' preferred learning methods can aid in successfully meeting objectives.

Three dominant cohorts exist within higher education today, the Baby Boomers (1946-1962), Generation X (1963-1980), and Millennials (1981-2000) (Salkowitz & Weiderman, 2010). Each generation exhibits differences in attitudes, priorities, work styles, and values creating challenges to nursing education. As three generations continually interact in the academia setting, educators will need to know what each generation values the most. By learning the viewpoints from different generations, educators can tailor their teaching to meet the expectations of an increasingly multi-generational student population.

Historical Context of Nursing Education

Prior to the 19th century, nursing education was unregulated and unpredictable (Reilly, 1990). Nursing programs in the 1900s were hospital-based and training of nurses occurred directly with clients. Smith (1969) highlights that nursing schools “were little more than protected environments in which young women carried the major burden of nursing patients. Often they taught younger students as well” (p. 364). The components of current nursing curriculum, classroom activities, instruction, and tutored clinical experiences were lacking in original hospital-based programs (Reilly, 1990). The hospitals' need for inexpensive labor superseded the engagement into nursing curriculum (Benner et al., 2010).

Brown's (1948) report *Nursing for the future: a report prepared for the National Nursing Council* notes that nursing education ought to occur in higher learning institutions. The first associate degree programs began in 1958 with steady proliferation to nearly 700 schools in 1983 (Mahaffey, 2002). The advent of new programs in community colleges and universities brought new challenges of publicly funded education, and the decline in privately funded diploma programs began (Institute of Medicine, 2008). By 1974, due to the Nurse Training Act of 1964 which increased federal, state, and local funding for nursing education, the numbers of educated nurses in a college or university were equivalent to those in a diploma program (Benner et al., 2010). The development of nursing education is directly linked to nursing's quest for a professional identity (Allen, Allison & Stevens, 2006). The desire to provide knowledge, skills, and elevation of the nursing profession played a pivotal role on the history of nursing education by transforming the delivery and education of nurses.

As education grew and became standardized, the nursing profession gained the respect of other professions because nurses began to acquire knowledge, skills, and standardized abilities of quality care to apply to patients; however the growth of education brings about new dilemmas. There are three programs which nationally remain for entry level nursing: diploma, associate, and baccalaureate programs. Each program allows the student who satisfactorily completes program requirements to sit for licensure with the State Board of Nursing. The National Council of State Boards of Nursing (2006) denote the highest number of nursing students taking the National Council Licensure Examination were from community colleges. Nursing history denotes critical

reflection that helps to identify our profession and the need for further development of education.

Exploring trends of nursing education encourages critical thinking and assists in defining professional identity. The shift from “training” nurses to educating nurses has advanced nursing curriculum. The establishment of criteria based on the needs of education rather than the needs of individual hospitals shifted nursing education in an establishment of criteria integrated into curriculum. Borsy (2009) highlights that educating nurses gives them a sense of professional identity and develops cognitive flexibility to navigate future nursing education.

The 1965 position paper by the American Nurses Association suggests education for nurses be held at institutions of higher education and asserts baccalaureate degrees as the minimal preparation (Smith, 1969). Nearly fifty years later, the profession still lacks an entry level into nursing practice. In the United States most nursing education occurs in a higher education institution. Educational reform pressed hospital programs to become more pedagogically sound.

All programs, diploma, associates, and baccalaureate embrace research to study educational outcomes on curricular revision (Borsy, 2009; Brown, Kirkpatrick, Magnum & Avery, 2008; McCurry & Martins, 2010). The emphasis on advancing nursing education standards is now a challenge with a new generation of students.

Generational Differences

Effective teaching strategies must take into consideration generational differences which include values, ideas, ethics, and culture. A generation can be defined as a group of people who share birth age and life experiences (Robinson, Scollan-Koliopoulos,

Kamienski, & Burke, 2012). Different authors depict each generation by different names and even slightly different years of when the generation birth year begins. While the names and dates may differ a little, the era and events that occurred remain constant.

Three dominant cohorts exist within higher education today: Baby Boomers (1946-1962), Generation X (1963-1980), and Millennials (1981-2000) (Salkowitz & Weiderman, 2010). Each generation brings forth unique characteristics and learning styles that add to the complexity of the classroom environment. Merging generations in the classroom provides unique challenges to educators.

The Baby Boomers, born after World War II, embrace teamwork, are sensitive to feedback, avoid conflict, and exhibit drive and determination (Hoffmann & Burns, 2011). The Boomers have a distinct work ethic and prepare for class, however they may struggle with technology. Baby Boomers are noted to be rebels against authority and instead of conforming to social norms they often challenge the environment.

Boomers did not grow up in a digital era, but are diligent and willing to accept help (Simons, 2010). Wanting to change the world, Boomers focused on self and unconsciously increased competitiveness to achieve personal goals. Preference of learning derives from organized lecture and note taking within this generational cohort (Simons, 2010).

Generation X grew up when traditional foundations of family were lacking and focus was embedded within entrepreneurship. Many children were left to tend to themselves after school due to Boomer parents' dual working role. Skill sets were learned in an effort to promote financial security, and Generation Xer's desire leisure time (Simons, 2010). Technology and video games were a valuable part of this

generation. Noted to be the “new” generation, instantaneous delivery of material and service is expected (Simons, 2010). Application to the academic setting reveals the need for material to be presented in a straight-forward manner to learn in the quickest manner possible. Personal skills such as technology allows Generation X self-confidence, and loyalty is to family rather than educational process. Flexible student environments that do not require long hours appeal to this group (Simons, 2010).

Millennials, known as the Next Great Generation, grew up with technology in their hands and are computer savvy. Preferring team projects, millennials struggle with individual thinking (Simons, 2010). Key to this generation is the need for immediate feedback in educational experiences. Further examination reveals the challenges this generation brings to traditional pedagogies.

Net Generation

The millennial learner can be categorized as an individual born between 1979 and 1994, although varying research illuminates that it can extend until 1998 (Bush, 2008; Tapscott, 2009). Era events contribute to the generation, as millennials are highly nurtured by their parents. The type of structured supportive environment may lead to similar expectations within the educational setting (Bush, 2008). Set apart from previous generations, the millennials have grown up with technology integrated into their lives.

The technology defines who they are and enables communication, socialization, and collaboration (Pardue & Morgan, 2008). The expectations of structure, personal input and immediate feedback is required (Pardue & Morgan, 2008). The millennial learner brings about different characteristics and learning patterns from those who are educating them, presenting a challenge to nursing educators (Tapscott, 2009).

The millennials are a technically competent group of individuals. Oblinger (2008) posits that technology has allowed unique communication and impacts how the millennial student learns. Social networking and the ability to communicate with multiple people at one time changes the social structure of communication. Communication combined with technology help to shape the value systems of each generation.

Tapscott (2009) highlights eight characteristics of millennials:

“prize freedom and freedom of choice, want to customize things to make them their own, are natural collaborators, who enjoy conversation, not a lecture, scrutinize you and your organization, insist on integrity, want to have fun, even at work and school, like speed, and like innovation, it is part of life” (p. 22).

The characteristics are common among college learners, but foreign to the educators (Hoffmann & Burns, 2011). Oblinger and Oblinger (2006) notes that use of technology does not equate to proficiency. Research also denotes that not all learners in the millennial generation want to use technology or have access to it further compounding the challenge to nursing educators (Hoffmann & Burns, 2011; Oblinger & Oblinger, 2005).

Nursing education has been built around a time when Baby Boomers were attending college or universities. New media and communication came through in the form of television and changed the culture of children of this era. An uneasy threat to the previous generation, the boomers engaged in more education than their parents. Now, as

the millennial students arrive, they have been subject to more media, new values, and the situation has identified a classic generation gap.

Tapscott (2009) claims the millennial generation lacks long attention spans, especially during lecture series. Growing up digital has philosophical effects on the way one thinks and subsequently reacts. Each generation is exposed to a unique set of events that define their outlook and place in education. The Net generation approaches work collaboratively, “forcing a change in the model of pedagogy from a teacher-focused approach based on instruction to a student-focused model based on collaboration” (Tapscott, 2009, p. 11).

Growing up with technology such as the Internet, adult learners have adjusted and accommodated the technology, while the millennial generation assimilated this technology. These learners view technology as part of their environment and subsequently submerge themselves in it. Innovative teaching strategies create dynamic learning environments but often educators are limited with a delivery of a specific curriculum (Blakely, Skirton, Cooper, Allum & Nelmes, 2009).

Learning a new way of communicating, accessing information, and pre-established ways of thinking add complexity to the nursing education as the millennial students arrive in the classrooms. Expanding upon the eight characteristics of Tapscott (2009), millennial students want choice when it comes to learning and everyday life activities. Stanley and Dougherty (2010) note that millennials are sheltered, special, confident, team-oriented, achieving, pressured, and conventional. The freedom to choose their own path is an embedded characteristic in this generation. In addition, millennials love to personalize their choices; educational styles of delivery are no different.

Entertainment woven into their work and education brings about new challenges for the nursing faculty. Millennials have been bred on interactive experiences and demand them in the classroom. Valuing doing rather than knowing, these group-oriented millennials propose challenges to the traditional classroom. Speed characterized by the way the flow of information is given to people, friends, and colleagues is faster than ever, and millennials demand quick communication from others. Each characteristic shows an advancing youth and young adult that test traditional teaching pedagogies and demand new innovative strategies to nursing education (Stanley & Dougherty, 2010).

Traditional methods and pedagogies no longer satisfy new groups of students, and these traditional methods defy the call for radical transformation of nursing education by the IOM (Brown et al., 2008; Diekelmann, 2002; Ironside, 2003; Swenson & Sims, 2000). Human experiences that are central to the profession of nursing are currently lacking in traditional pedagogy when lecture is used as the main method of instruction.

The millennials, like all students prior to them, enter college with group beliefs and attitudes which reflect their generational group. Literature suggests that millennials work best when given group-oriented educational activities (Howe & Strauss, 2000; Kimberly, 2009). The increased demands of an optimal learning environment combined with how students identify and develop information present many challenges to nursing education. Nurse educators identify struggles to develop strategies in education that undergraduate nursing students find engaging and meaningful (McCurry & Martins, 2010; Hunter-Revell & McCurry, 2009; DeBourgh, 2008; Skiba & Barton, 2006).

Characteristics are known about the millennial generation, however a gap in literature

exists about the lived experiences this generation has had in traditional nursing classrooms.

Learning Styles Defined

The adult learner engages in education differently than a child. Learning is a process or a cycle in which knowledge stems from experience and in which reflection allows for refined ideas. Knowles (1980) notes adult learners need non-traditional methods to approach learning. Contrasting pedagogy on how children learn, the adult learner has its own unique characteristics and ways of knowing.

Yi (2005) posits that learning is not comparable between adults and children. Since the identification of the adult learner and subsequent theories on how the adult learns (Yi, 2005; Knowles, 1980), a new generation has emerged and added more challenges to the classroom. Learners have ultimate responsibility for learning while teachers focus on facilitating learning.

Knowles theory has six assumptions that may tie into the millennial learning. Knowles stated adults (1980):

- 1) Have a need to know
- 2) Are independent and self-directed
- 3) Have an existing foundation of knowledge
- 4) Have a readiness to learn
- 5) Move from subject centered-learning to problem-centered learning
- 6) Are internally and externally motivated to learn (p. 87).

These assumptions hold true in traditional and nontraditional classrooms. Knowles in later works (2005) identifies that using only a traditional pedagogical approach to learners harbors student resentment toward instructors for imposing instructional preference on them.

Traditional approaches to teaching encompass a teacher-centered model where the teacher is the expert. Classical approaches of important information are given to students to formulate knowledge in a systematic manner (Horsfall, Cleary, & Hunt, 2011).

Traditional pedagogy infers large quantities of data to give current information regardless of learner needs (Kantor, 2010).

Contemporary pedagogies involve active participants in a dialogue method between teacher and students that are ultimately more student centered. Horsfall et al. (2011) emphasizes interpretation of information from multiple perspectives to aid in decision making that engulfs critical thinking. This approach differs from traditional approaches as educators change the focus to learner-centered activities and remove traditional methods such as lecture.

Traditional Approaches

Blakely, Skirton, Cooper, Allum and Nelmes (2009) denotes that despite “educator interest in new innovative teaching strategies, nurse educators routinely rely on traditional methods of teaching such as lecture and classroom discussion” (p. 259). The methods of traditional lecture have been found to be effective in college classrooms. However, the authors also highlight that adults learn best through active learning. As millennial learners prefer actively engaging classrooms, the environment must encompass active involvement and effective teaching strategies that include participation.

Noble, Miller, and Heckman (2008) descriptive study examined the educational implications for teaching and learning based upon the cognitive style of nursing students. Witkin's Groups Embedded Figures Test (GEFT) was administered to identify the cognitive style of nursing students. The authors noted that understanding student preferences can be useful in the development and restructuring of nursing school curriculum. Optimal learning environments that are designed around student learning style preferences can enhance knowledge.

Cowen and Tech (2002) performed a quasi-experimental study to determine if gaming combined with lecture was more effective than lecture alone. The study focus was on pediatric cardiovascular dysfunction. One group was taught by traditional lecture, while the treatment group received lecture and gaming. The pretest/posttest method serves as the evaluation tool. The treatment group scored 94% compared to the students who received lecture alone at 85%. The results of this study support the need for nontraditional methods to be used in addition to traditional methods.

Richardson (2008) identifies the need to focus on learning style, as students that have different learning styles the potential for student outcomes of the curriculum can be compromised. Literature signifies that adults learn through a variety of styles and can benefit from an assortment of teaching delivery methods (Cowen & Tech, 2002; Henderson, 2005; Richardson, 2008).

All teaching strategies have some disadvantages, and knowing what learners prefer can add to value of nursing education. Lisko and O'Dell (2010) examine these teaching strategies through the integration of theory and practice. The authors indicate traditional approaches such as didactic lectures, memorization, and return laboratory

demonstration do not facilitate the outcome of critical thinking. The article highlights Kolb's experiential learning theory and model to bring method to practice and enhance student's critical thinking. The need for new teaching strategies that encompass generational diversity is illuminated.

The motivation of the Net Generation noted by Tapscott (2009) is learning enough information to succeed on an examination without retaining the information for application to further coursework or practical experience. Wilson (2004) highlights Clinical Boot Camp, a method used with speech and pathology students to help retain and apply concepts being learned. Boot camp encompasses learning styles of millennials and students work in group activities to improve performance during practical, problem-based scenarios. Hands on workshops led by speech pathologists provided the millennials hands-on experience to apply techniques learned in class. The goal is to repeat information and combine hands on activity that is accomplished repeatedly throughout the course of Boot Camp.

The characteristics of how millennials learn are found in research (Tapscott, 2009; McCurry & Martins, 2009; Stanley & Dougherty, 2010). However, the experience that they feel in traditional pedagogy and classrooms is lacking. By identifying current traditional nursing pedagogies experienced by millennial learning, new perspectives can then serve as a foundation for the need for a paradigm shift. It seems consistent in literature that scholarly teaching is an expectation. However, Emerson and Records (2008) suggest it doesn't advance education or the discipline beyond the individual level.

The demands for curriculum revision stems from the need to produce nurse graduates with skills and critical thinking to meet the changing workforce requirements.

The student population in nursing merges all generations, each displaying unique characteristics and learning expectations. Oblinger and Oblinger (2005) highlight faculty and administrators' need to adapt to new languages and ways of communicating, teaching, and learning (p. 20). Skiba and Barton (2006) suggest a shift in traditional teaching paradigms to one of nontraditional paradigms. Brown (2000) noted dispersed knowledge by "sage on stage" is authoritative and is meant for attainment of facts. In later research, Brown (2005) highlighted the need to shift paradigms from traditional teaching to a constructivist learning (active learning). Knowledge of active learning strategies and implementation will help to create dynamic environment for learning. The method of talk, text, test (TTT) in which traditional pedagogies are centered upon, are not valued by the millennial generation (Oblinger & Oblinger, 2005). Noble, Miller, and Heckman (2008) supported that millennial learners do not value or learn well in lecture environment.

Application of theory to nursing education exemplifies a call for transformation since 1990. Diekelmann (2002) notes despite the NLN's call for curriculum revolution many educators still teach as they were taught. In 2003, the IOM and NLN called for education reform to change to nontraditional education. Tapscott (2009) describes the millennial learners as having the need for immediate feedback and the need to integrate one's experience into learning. Aligning this with andragogy, most adult learners require relevancy of the material and engagement in the classroom. A call on nursing educators to develop partnerships within nursing practice to think beyond traditional curricular approaches and explore new possibilities for preparing future generations of nurses

(Benner et al., 2010). Molding the classroom toward a new paradigm will revolutionize nursing education for educators who are slow to embrace new methods.

While a great deal of research emphasizes characteristics of millennials and the death of traditional lecture, more research is needed to discover best educational practices for this specific group. Werth and Werth (2011) note that classifying people based on the year they were born is stereotypical, yet speaks to different life experiences and even to which strategy they learn most effectively from. Werth and Werth (2011) highlight the need to foster a deeper level of information processing through active engagement and metacognition (p. 14). Actively encouraging this process will allow educators to develop interactive and engaging environments such as Blackboard. Deemphasizing lecture and using technology effectively are needed to refocus education to newer generations.

Call for a Change

The 2003 IOM's report *To Err is Human* provides an in-depth viewpoint of patient safety and medical errors. The focus of the report gives a roadmap to providing safer patient environments. The IOM's (2010) report on *The Future of Nursing: Leading Change, Advancing Health* gives recommendations that align with the initial findings of the 2003 report. Four of the eight recommendations embedded in the report center around nursing education. The recommendations directly impact nursing educators in all levels of nursing education and organizations.

The four key messages according to the IOM (2010) are:

1. Nurses should practice to the full extent of their education and training.
2. Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.

3. Nurses should be full partners with physicians and other healthcare professionals in redesigning health care in the United States.
4. Effective workplace planning and policy making require better data collection and an improved information infrastructure (p. 10).

The key messages lend way to recommendations which help to clarify, solidify, and exemplify the expectations of the report. Recommendations three through six directly address the education of nurses. Recommendation three encompasses the need for nurse residency programs (IOM, 2010, p. 12). While the implication recommends a transitional residency program for any new nurse that extends past the initial orientation phase, the formal recommendation has value for nursing educators. Nursing educators working with organizations can extend effective learning strategies that can enhance success and ultimately retain nurses.

Recommendation four delves into increasing the proportion of bachelor prepared nurses in an associated timeframe. The value of pedagogy and expertise of nurse educators can help healthcare organizations become successful in lifelong learning. The IOM's recommendation depends upon increasing the proportion of nurses with a baccalaureate degree to 80% by 2020 (IOM, 2010, p. 13). The need for higher level competencies combined with the foreseeable nursing shortage is a compelling reason to increase educational level as entry points into practice. The students must also buy into this process and value education to enhance their nursing practice.

Recommendation five denotes the increase of doctoral degree in nursing by 2020 (IOM, 2010, p. 14). The number of present doctoral prepared nurses poses a problem in the number of available faculty to produce bachelor prepared nurses. Recommendation

six calls for all nurses to engage in lifelong learning which places significant importance on educators to find ways to educate that are meaningful to diverse student populations. Aiken, Cheung, and Olds (2009) notes that registered nurses are more likely to continue education only once in their career. The need to understand student's perspective inside the classroom is even more crucial to help retain nursing students. Faculty strive to engage learners and incorporate technology to provide student- centered programs (Godsall & Foronda, 2012).

The shortage of nurses that are well-educated plays an integral part in ensuring patient safety. The Carnegie Foundation for the Advancement of Teaching sponsored a study: *Educating Nurses: A Call for Radical Transformation*. The study reflects essential changes to the education of nurses in the way current programs approach student learning.

Benner et al. (2010) highlight the nursing shortage and accentuate that nursing education is in a unique situation to expand and improve. The report found nursing education strong in pedagogies that lean toward experiential learning. Experiential learning is defined as learning through experience that develops knowledge and skills outside of the traditional academic setting.

The result of experiential learning focuses on the development of professional identity and values of the nursing profession. Nursing education typically presents material in a conceptual way that often does not allow the student to engaged in the material in application to life practice (Benner et.al, 2010). The study suggests that students' desire situated teaching in the clinical setting that engage students in clinical like case scenarios. Students often divide the experience of nursing education into

classroom and clinical. Each has a distinct application of theoretical components, however students define the clinical setting as “application” of knowledge.

The challenges of implementing current knowledge and practices add complexity to nursing education. Nursing education is faced with bringing effective teaching strategies to learners that will aid in successful life-long learning. An emphasis on teaching strategies that engage new generations of learners will be necessary to move the process of nursing education forward.

New Approaches to Teaching

Hunter-Revell and McCurry (2010) use a mixed-method study to implement technology known as eInstruction to make an interactive classroom. Through the use of a personal response system (PRS), the students were given multiple choice, true-false, and alternate NCLEX format questions interwoven throughout traditional lecture. The study used a Likert response format and open-response questions to support the use of PRS technology. Faculty and staff reported increased classroom interaction. It is hypothesized that the use of PRS technology enhances students ability to critically think, link key concepts, and understand lecture. This study supports the assumption that integration of technology into the classrooms enhances millennial learning by promotion of active learning and plays on the need for immediate feedback that reflects comprehension of content. The primary focus remains on millennial learners.

McCurry and Martins (2010) compare traditional and innovative approaches in teaching undergraduate nursing research focusing on engaging millennial learners. An emphasis on the relationship between evidence-based practice and clinical outcomes through developed interactive learning was proposed. Using a Likert response format

students' perceived effectiveness of innovative assignments were rated more effective at a mean of 3.84 than traditional assignments at a mean of 3.38. The study illuminates more than 75% of students favored group work and interactive activities. However, the study fails to address if the strategies led to a greater mastery of course content.

Clearly teaching and learning in the millennial generation is a complex endeavor. Wolsey and Grisham (2009) explore the outdated immigrant/native metaphor and the constraints it has on innovative teaching strategies. The concept of the immigrant is one of an individual who cannot adapt to change. Twenty first century teachers were surveyed about the use of technology in their classrooms. Eighty five point five percent felt technology would present an obstacle to teaching in some way. They felt students would know more about technology than they did. In addition, Wolsey and Grisham (2009) note digital natives felt as uncomfortable with integration as their older counterparts. Elaborating on strengths of digital natives may bring educators and students together in discussions, asynchronous environments, and formulation of new technologies. Redefining strategies advocated for technology that serves learning in a meaningful way is needed.

Nursing history in delivery of education has evolved over time. Increased educational preparation of nurses evolved nursing into a profession (Reilly, 1990). Nursing education faces challenges in instructional practices used to deliver material. The review of literature reveals a lack of understanding of teaching methods that millennials find engaging. Despite the call for educators to employ more active strategies a significant amount of faculty still predominately use lecture (Hoffmann & Burns, 2011; Oblinger & Oblinger, 2005). Preferences of learning styles that may align with the

generation may not be suitable for all millennials. Traditional methods and pedagogies no longer satisfy new groups of students, and these traditional methods defy the call for radical transformation of nursing education by the IOM (Brown et al., 2008; Diekelmann, 2002; Ironside, 2003; Swenson & Sims, 2000). Discovery into the preferred learning styles of millennials will bring insight into how nursing educators can add value to the classroom.

Gaps

The gap in literature is noted that despite the Call for Transformation and the IOM report, students are still receiving their education through traditional pedagogy. The millennial learner brings unique characteristics and technological skills to the nursing classroom (Koc, 2008; Pardue & Morgan, 2008). The result is a gap between teaching and learning which challenges faculty to find strategies that millennials desire.

Benner et al. (2010) denotes nursing education's responsibility to make shifts in teaching and curriculum that deal with practice-education gap. Domain-specific research on teaching nursing is sparse. Nursing educators have depended upon general research on education to guide practice and develop teaching pedagogies. The need for a deeper understanding of preferred teaching methods centers on the need to develop nursing-specific pedagogies and different curriculum strategies.

The continual changes in medicine challenge faculty to not only keep up to date with practice, but also with nursing education. The nursing students need a way to develop productive thinking within the delivery of material in the classroom setting. The use of knowledge gained in classroom experiences falls short on the relevance of knowledge into practice situations.

Early hospital programs presented abstract theories and the need to identify with one theorist. The excessive use of taxonomies lends way to large classifications of data on PowerPoint presentations without evidence of student's complexity of knowledge. In addition, every aspect of a student's classroom experience impacts upon knowledge played into practice. The experience millennials have while receiving traditional pedagogical classroom lecture is not well researched.

Summary

By identifying current traditional nursing pedagogies experienced by millennial learning, new perspectives can then serve as a foundation on the need for a paradigm shift. It seems consistent in literature that scholarly teaching is an expectation. However, Emerson and Records (2008) suggest it doesn't advance education or the discipline beyond the individual level. Examining the millennial learner's perspectives can give keen insight to changing the traditional paradigm. Contributions to literature reveals identification of proposed characteristics of the millennial generation (Tapscott, 2009; McCurry & Martins, 2009; Stanley & Dougherty, 2010). As these student's arrive in the nursing classroom they present a new group that adds to the multigenerational group dynamics. Strengths in the literature review show identification of learners and the need for a new paradigm. While aspects of characteristics of millennial learners are identified, failure to gain student perspectives of traditional nursing classroom is missing.

Chapter three presents the qualitative methodology that aligns with the research question. The research method and design appropriateness is described and the population is presented. Data collection and analysis are explained that align with the qualitative methodology.

Chapter 3

Methods

The purpose of the phenomenological study was to describe and analyze the perspectives of millennial students regarding their experience in traditional nursing classrooms. By examining millennial students' experience during traditional pedagogies, one or more strategies may develop to increase student retention by preparing faculty to meet the needs of the millennial learner. Chapter three includes the selected research method, and design appropriateness, population, sampling, data collection, validity, and data analysis.

Research Method and Design Appropriateness

The phenomenological questions were examined through a qualitative research design. Understanding phenomenology requires one to comprehend that it is a philosophy as well as a research method. Using the phenomenological method one seeks to bring out individual experiences and perspectives from their point of view, challenging long-held normative assumptions. The researcher must be able to live with the subjects in "their" world. Through interviews the researcher hopes the lived experiences of the selected group will emerge and unfold. The phenomenological design will aid in providing a detailed account of the millennials' perspective and reveal information about the experience of being taught by traditional nursing pedagogies.

The philosophy of phenomenology comes from two major philosophers, Husserl and Heidegger. Each type of phenomenology exposes different aspects of the qualitative process. The key selection of alignment of the type of philosophy is essential to the study and helps to align the method.

Husserl is the principal founder of phenomenology and best aligns with descriptive phenomenology. Husserl's focus of the design was to study units of consciousness and give voice to the subjects as they answer the research question. The underlying understanding of giving voice to things as they appear help phenomenologists understand the human experience. Husserl's methodology unfolds through reduction. In reduction, the experience is viewed through the individual's personal account before he or she has time to reflect on the experience. Husserl's method allows the researcher to identify with the phenomenon rather than with how the individual interprets the experience. In the process of reduction, the research needs to bracket. Bracketing in Husserl's method is a way to classify areas of being and knowledge. Embedded in Husserl's philosophy is the essential component of "being." Existence extends to the physical and psychological world. One can attest that existence is easy to see with physical objects; however Husserl gave voice to awareness of the psychological realm in experience.

Another type of phenomenology, Heideggerian phenomenology, was described by philosopher Heidegger. Heidegger's philosophy aligns with a more interpretive approach and includes hermeneutics. Dowling (2007) highlights that hermeneutics are viewpoints that any lived experience is an interpretive process. The individuals must reflect upon the experience prior to understanding the experience. Tying in with existential philosophy, the Heidegger method seeks to interpret ontological meaning of the human experience as being. The ways a human being exist or behave in their worlds is seen in a reciprocal cycle that flows from pre-understanding to understanding.

Quantitative research design tests hypotheses and examines the relationships between variables to measure the number of observations that occur in a given set (Hoe & Hoare, 2012). Different than qualitative methods, quantitative methods use a deductive approach through conceptual structure and the use of empirical observations. In quantitative designs, the examination centers on the relationship of variables to answering the assumption. A disadvantage of quantitative study is a “potential loss in richness of meaning” (Babbie, 2010, p. 24). Given this present study’s emphasis lies in a lived experience, descriptive qualitative methodology was selected. The use of a qualitative approach for the study provided an opportunity to gain knowledge about the phenomenon and gather data that provided a deeper understanding of the millennial nursing student experience in a traditional classroom. Merriam (2009) highlights that qualitative research is appropriate when variables are unknown and the literature review reveals little information about the phenomenon.

Qualitative research designs provide a systematic, empirical strategy for answering questions about people in a particular situation. Different than quantitative design, qualitative designs align with philosophical viewpoints of constructivism. The methods of data collection, analysis and interpretation rely on perspective meanings from viewpoints of the participants. Qualitative design uses emerging methods, open-ended questions, and data (interview, observation, or document) to examine themes for interpretation.

Qualitative strategies include narrative research, grounded theory, case studies, phenomenological research, and ethnography (Merriam, 2009). Each strategy offers a way of inquiry in which the researcher studies a group. Ethnography is a method that

aims to understand cultures, while case studies explore depth of a program. Narrative retells a story of individuals in a narrative format, and grounded theory gains a theory from views of participants.

Phenomenology's focus portrays what an experience means for a person who has lived an experience and can relay a correct description of the event. Studies using this method hope to reveal an essence or true underlying meaning in a shared experience (Schram, 2006). The qualitative approach seems appropriate to answer the research question to report first-hand experiences of millennial students.

Descriptive phenomenology emphasized that the experience of the individual has value and gives credence to studying the occurrence. The meaning of the individual's experience allows for an open viewpoint of the matter and a deep understanding of self. Commonalities are noted in descriptive phenomenology and given the name essences. The researcher's role is to identify the commonalities so that transferability can occur. Moran (2000) described phenomenology "describes things as they appear to consciousness" (p. 23). The consciousness is a middle ground between a person and the world. Tuohy et al. (2013) states intentionality to consciousness.

The purpose of this study was to describe, understand and interpret millennials experience in traditional nursing classrooms. The chosen phenomenology was interpretive, or Heidegger hermeneutics, which aligns with the purpose. There are a number of concepts in interpretive phenomenology: "being-in-the-world," "fore-structures," "life-world existential themes," and the "hermeneutic circle" (Tuohy et al., 2013). As a researcher using phenomenology, one must understand the participants' points of view and recognize what influences the participants understanding and

worldviews. Personal reflection on influences and biases must be acknowledged in interpretive phenomenology in order to be open to another person's meanings.

Flood (2010) brings insight into interpretive phenomenology and identifies recognition of the world the participants live in, accentuating the researcher's need to understand political, social, and cultural influences. Examining the redundancy of findings in interpretive phenomenology helps one become aware of influential factors on personal understanding and interpretation.

van Manen and Adams (2010) examine life-world existential themes to include "lived space, lived time, lived body, and lived human relation" (p. 20). Each influence of prior experiences impact future experiences for individuals. The study then aligns with interpretive phenomenology, and van Manen's methodology was used for the study. van Manen's phenomenology method stipulates the researcher be aware of the research question being asked. This intuitive awareness helps to focus the researcher on the question and prevents distraction toward off the point answers.

Population

The subjects for the research were millennial students actively enrolled in a baccalaureate nursing program at a university in the United States. The participants were solicited from all students enrolled in the Spring 2014 academic year. Typically nursing students are female, range in ages, and have diverse ethnic backgrounds. However, male students also attend nursing programs were invited to participate as well to add to the richness of data collected.

The subjects were selected through purposive sampling. In purposive sampling, the selection of persons to include in the study is centered on interest in the study and can

exclude persons who do not match the criteria. The subjects were selected based upon the following criteria: (a) year of birth 1982-1994 (b) enrolled in a nursing program (c) actively taking classes in nursing (d) ability to speak English (Appendix A). A formal letter was distributed, after being approved by the Institutional Review Board (IRB), to each student through a web-based networking system used by the university (Appendix B). All responses to the email were followed up on via telephone to make an appointment for the interview. During the phone call, details about the informed consent were shared. The participants were told that they have the right to withdraw from the study at any time. A form explaining the purpose of the research was given prior to the start of data collection.

Experts in qualitative research have varying viewpoints on appropriate sampling size. The number of participants was determined by the richness and saturation of the data during data collection. The interviews continued until this point was reached. A sample of 13 students were interviewed. Demographic data was collected and recorded. The demographic questionnaire used is provided in Appendix C.

In addition, snowballing sampling was utilized. Snowballing requires the researcher to ask the participants to refer other potential participants for the study. Snowballing can be useful when a particular type of sample may be difficult to enlist. A millennial respondent may have other acquaintances that are similarly eligible and can offer leads. Each millennial student that was interviewed was given contact information to disperse to other leads. All contacts affirmed that they were responding to the flyers and emails sent.

Informed Consent

The application was sent to the IRB for approval at the University of Phoenix. IRB approval was also obtained at the University setting where data collection occurred. After official approvals were received, informed consents from each participant were obtained prior to the start of the study. The purpose and nature of the study was given to each participant to align with procedures of ethical research. A letter was given which described the research, time commitment and associated risks and benefits. Appendix D contains the introductory letter and informed consent that was used in the study. Each participant was asked to review the letter, sign the form, and return it to the researcher prior to any interviews being conducted. The participant's signature validated voluntary participation without reward, threat, or coercion, and acknowledgment that voluntary withdrawal can occur at any time.

Risks and benefits of the research study were explained to the participants, although minimal risks were expected. However, in qualitative research participants are sharing personal stories that can cause stress. In addition, at any time the participant looked stressed or indicated stress, the interview would end. The participant would be sent to their health care provider for support. This did not occur within the study time. The students had the right to decline inclusion in the study. They could also withdraw from the study at any time without any penalty.

Ethical issues can arise at any time during qualitative research. Ethical considerations in a phenomenological study include but are not limited to vulnerability, confidentiality, protection from harm, and informed consent (van Manen, 1990). The researcher has a duty to protect the participants' rights and values during the research

process. Phenomenology examines personal information, thoughts, and feelings which are sensitive in nature.

Prior to the start of any interview, the informed consents were signed by each participant and an opportunity to ask any questions was offered in an effort to do no harm. Within the informed consent was a statement about voluntary participation and the right to withdraw from the study at any time regardless of circumstance. A formal list of objectives of the study and data collection methods was given to each of the participants in a paper copy. The risks to the students participating in this study were minimal.

Confidentiality is intended to protect privacy of individuals as well as to protect them from harm. In addition to the informed consent, qualitative researchers will ensure adequate time between interviews and will conduct the interviews in a private area. The need for confidentiality and security adds to the research by allowing the participant to feel safe in expressing personal experiences and concerns. The in-depth interviews may be seen as intrusive. Because the interviews were conducted face to face, anonymity is impossible; however confidentiality of names and identifiers of each participant was essential to the study. All interviews were audio-recorded.

Setting

The location of the study took place in a university setting that offers a baccalaureate of science in nursing degree in eastern Pennsylvania. Permission from the University's Institution Review Board (IRB) was obtained prior to beginning any research on campus and from the University of Phoenix IRB. Permission to use the physical campus building was also obtained. The campus provided a private room in which each participant arrived separately to help maintain confidentiality. The room

provided comfortable seating, lighting, and privacy. Prior to the start of the interview, the consent forms were signed and permission to tape the interview was obtained.

Data Collection

In aligning with the design, the data collection method of interviews was used. van Manen (1990) highlights the primary method for collecting phenomenological data is interviewing. Data was collected through interviews of multiple millennial generation students enrolled in a nursing program in Pennsylvania. Interview questions focused on the experiences of the millennial in the academic environment (Appendix E). Rapport was critical in the interview process to gain the depth of information necessary. Participants of the study were encouraged to give explicit descriptions.

Data was collected in semi-structured, open-ended, face-to-face interviews. Each session was audio taped to preserve content accuracy and richness of data. Each participant was given a pseudonym to protect and maintain student confidentiality. The taped interviews were labeled in an alphabetical order with an associated date of interview such as "Participant-A, April 2014." Each interview was taped on separate cassettes and marked with an appropriate code. Even though the interviews were recorded, notes were taken in case the technology failed. Within two weeks of the interview, transcriptions were produced, transcribing the words of the participant's personal interviews.

The interviews asked participants general questions about their individual experience in the classroom. The encouragement of all of their personal beliefs and thoughts without influencing their responses shaped the interview. Each participant was asked to suggest the study to other millennial nursing students in an effort to use

snowballing technique until data saturation occurred. Follow up interviews in three of the participants was needed to clarify points within the participants' interviews in an effort to clearly understand the statements originally made. The sample size for the study was 13 participants. The sample was retrieved from one university setting and a result may be reflective of the faculty and culture of the chosen university.

Analysis

The practice of data analysis is a lengthy process, which involves making sense of the data collected during the interviews. During analysis the researcher examines the interviews for themes that can be considered fundamental to the experience no matter the individual. Analysis helped to gain a deeper understanding of the interviews and determine an interpretation of a larger meaning. The selection of van Manen's (1990) methods was used for data analysis.

In hermeneutic phenomenology, the interpretation of human experience as though it was a text offers rich accounts of the phenomenon. The approach does not have a step by step formula for data collection or analysis; however, van Manen (1990) offers guidelines to follow.

van Manen (1990) suggests:

- 1.) Immersion
- 2.) Understanding
- 3.) Abstraction
- 4.) Synthesis and theme development
- 5.) Comparison of themes
- 6.) Illumination and illustration of phenomena (p. 92).

First, the data was transcribed from the interview tapes. The transcripts were read and read repeatedly for immersion in the data. For the next step, understanding, the researcher examined what the interviews and information was revealed. Each participant's responses were grouped and indexed in order to analyze data that contained common terms, patterns or themes. The data was then categorized into themes, which were analyzed for interpretation of meanings. Themes emerged when clustering of components of data identify similar participants' experiences. Clusters and themes were identified through the analysis of the interviews until saturation occurred. The goal of analysis was to look for an essence that helped to facilitate an understanding of the problem. Each response given by the study's participants was given equal weight when analyzing qualitative data. Interviews were conducted until data saturation occurred. Saturation occurred when the data being collected become redundant.

Each interview was transcribed with the use of computer software. The large body of data processed through the transcripts was stored in individual files on a flashdrive. Once the interviews were transcribed, the typed transcripts were read and reread while listening to the taped interviews to ensure accuracy of data. The software NVivo 10 software was then used to help store, manage, and organize interviews collected from the participants. The software was also used to code, group, and organize all data that was collected through the interviews. Field notes were taken during the interviews in case of equipment failure.

After immersion into the data, sententious, selective, and detailed approaches were used. The sententious approach allowed the researcher to evaluate the complete text as a whole unit and decide a phrase that "captures the fundamental meaning of the text as

a whole” (van Manen, 1990, p. 93). Next, the selective approach interview texts were read and identified statements made by the participants which appeared to be essential to the phenomenon. van Manen identifies four life worlds as guides in reflections.

According to van Manen (1990) they are: (1) lived space (spatiality), (2) lived body (corporeality), (3) lived time (temporality), and (4) lived human relations (relationality).

The final step in data analysis was reading line by line approach to discover meanings of each line of interview text. The themes emerged from the data by following this method of data analysis. The final step was then to express the findings from the interviews in text format that revealed the underlying meaning of the lived experiences of the millennial students.

Rigor

Validity differs in qualitative research and requires one to ensure precision of the findings. Anderson (2010) highlights trustworthiness in phenomenology remains true to the participants. Correct transcriptions, consistency of coding and clarifying personal bias helped to add to the validity and reliability. The use of comprehensive descriptions added to the richness of the research findings.

Lincoln and Guba’s 1985 model on naturalistic inquiry highlights four components of rigor for qualitative research to include: credibility, transferability, dependability, and confirmability. Credibility is seen in qualitative research when there is an accurate description of the experience that people who share the same experience would recognize (Thomas & Magilvy, 2011). Credibility can be accomplished through strategies such as member checking or reflexivity. Member checking involves going back to the research informants and ensuring the interpretations as true and accurate

representations of the experience. Reflexivity is defined as the ability of the researcher to be aware of own prejudices and how they can influence the research. Previous experience with millennial students was kept in a journal to remove preconceptions.

Transferability refers to the ability to be able to transfer the findings to another group. Clear concise descriptions of the population and recruitment inclusion aid the researcher to have transferability. For this study, demographic data was analyzed to examine transferability to other groups of millennial nursing students.

Dependability aligns with quantitative study and is accomplished when a researcher can follow the decision trail used by another researcher. While the methods differ in qualitative research, dependability can still be accomplished. The exact method of data collection, interpretation, and alignment with method helped to add to the dependability. The depiction can then be used in similar studies.

Confirmability in qualitative studies occurs when credibility, transferability, and dependability have been recognized. All four components add to the essential rigor of this qualitative study. Accurate descriptions stemming from the interviews were given in the research to obtain credibility. The use of journaling also helped to keep accurate descriptions documented throughout the study. Member checking information with the interviewees ensured credibility. Demographic data was analyzed for transferability to other millennial nursing student populations. Purposeful sampling from the interview criteria helped to align with transferability. The phenomenological approach in this qualitative study was dependable and confirmable to other potential studies of millennial learners.

Pilot Study

Pilot studies help to examine the feasibility of conducting a study on a small number of recipients and determine if the study can be transposed to a larger group (Fawcett & Garity, 2009). The approach and the recruitment of participants were examined. In quantitative approaches, instruments are examined for validity and reliability. However, the value of pilot studies cannot be discounted in qualitative research. As a novice researcher, the value pilot studies give to research can be seen in experience of a small study. In addition, interviewing one or two millennial students can give the experience with interviewing techniques and can effectively determine if the time allotment is conducive to the questions being asked. For this reason, the need for a pilot study was warranted to determine if the interview questions gained insights into the millennial learners' experience or if redefining was needed. These interviews were not used as part of the final study, but rather were used as a development tool of the research question.

Summary

The goal of this research was to understand the experiences of millennial students as they engaged in traditional nursing classrooms. The qualitative proposal aligns the theoretical framework, Parse's conceptual model, in an effort to put forward a phenomenological study. The implementation of a qualitative approach allowed the individual stories to be told and provided an opportunity to produce understanding of the meaning of the experience.

Chapter three identified the phenomenological approach of van Manen. Phenomenology helps to answer questions on what is it like to experience an event. The

phenomenology method that helped to tell the participants' stories was a qualitative design. The data received from the interviews were organized with the help of NVivo software program. The study was verified for validity and reliability.

Chapter four presents a detailed analysis of all interviews with nursing students from a college in Pennsylvania. The study's findings include descriptive characteristics of sample interviews, report of data collection, and analysis techniques. Data that was collected for each question was given, and the chapter concludes with a transition to results and recommendations.

Chapter 4

Findings

The use of a qualitative study approach provided a method to gather data from millennial students and gain a better understanding of preferred methods of pedagogical practices. The purpose of this phenomenological study was to identify the perceptions of millennial students participating in traditional pedagogies and its significant implications for nursing education. Interviews were conducted with 13 millennial students that are presently enrolled in a university nursing program that uses traditional pedagogies. Chapter four provides a summary of the descriptive statistics, data collection process, and analysis of the data, and a presentation of the themes.

A pilot study was done to test the interview question. Two student interviews were conducted and are not a part of the overall research data collection. These interviews served to test the research question and examine the feasibility of the study on a larger number of students. The value of conducting a pilot study ensured that the questions gained insights into the millennial students' experience. Interview techniques were identified and the allotted time for the interview was validated in the pilot study. After the conduction of the two pilot interviews, scheduled interviews were started for the study.

Thirteen interviews were collected from millennial students who are presently enrolled in a nursing course. The data was analyzed to discover themes in the students' experience regarding their feelings on traditional pedagogies. The study was guided by one central research question: What is the lived experience of the millennial nursing students in educational programs that use traditional nursing pedagogies? The research

question supplied a foundation for the inquiries made in the interviews with the millennial students. The interviews produced data that was later grouped into themes.

van Manen (1990) describes phenomenological research as a “preferred method” (p.4) to describe person’s lived experience from their individual perspective. Personal face-to-face interviews with participants allowed their individual experience to be captured from verbal responses and body language. The millennial students’ experiences in a traditional classroom are presented throughout this chapter.

van Manen’s (1990) method as highlighted in Chapter three was used to conduct data analysis. The procedure followed van Manen’s method: (1) immersion (2) understanding (3) abstraction (4) synthesis and theme development (5) comparison of themes (6) illumination and illustration of phenomena (p. 92). Attentiveness and immersion into the data helped to present themes with supporting participants’ verbatim comments about their individual lived experiences. The findings from data analysis may provide nurse educators with insight into pedagogical practices that millennial students find meaningful.

Sampling Procedure

The lived experiences of millennial students enrolled in a nursing program with traditional classroom pedagogies were explored through the phenomenological study. Millennial nursing students were initially approached through a web-server email (Appendix B) to participate in the study. In addition, flyers were placed in the Health and Human Resource building on the campus to recruit participants. The study was limited to millennial students enrolled in a nursing course that was delivered by traditional methods. Participation in the study was voluntary. An email address and phone number were

provided as a way for potential participants contact the researcher. Each participant made an initial email contact with the researcher. Each participant was called on the day the email was received and the Selection of Applicants questionnaire was completed (Appendix A). A brief explanation of the study was given, and interest was assessed. For those students who expressed interest, an interview time was set up at the convenience of the participant. Each participant completed the informed consent form (Appendix D). Participants were not offered compensation for their participation within the study.

Study Sample

Participating in the study were 13 millennial nursing students. Twelve were female and one male (see Figure 1). All participants were in the 18 to 24 year age category, with one being 20, three being 21, five being 22, three being 23, and one being 24 (see Table 2 and Figure 2). Five participants were senior nursing students, seven were junior nursing students, and one was a sophomore. The average time in college for this study's population was 3.6 years. The majority of the population had no employment (n=8), while five worked part time.

Figure 1

Numbers of Male versus Female Participants

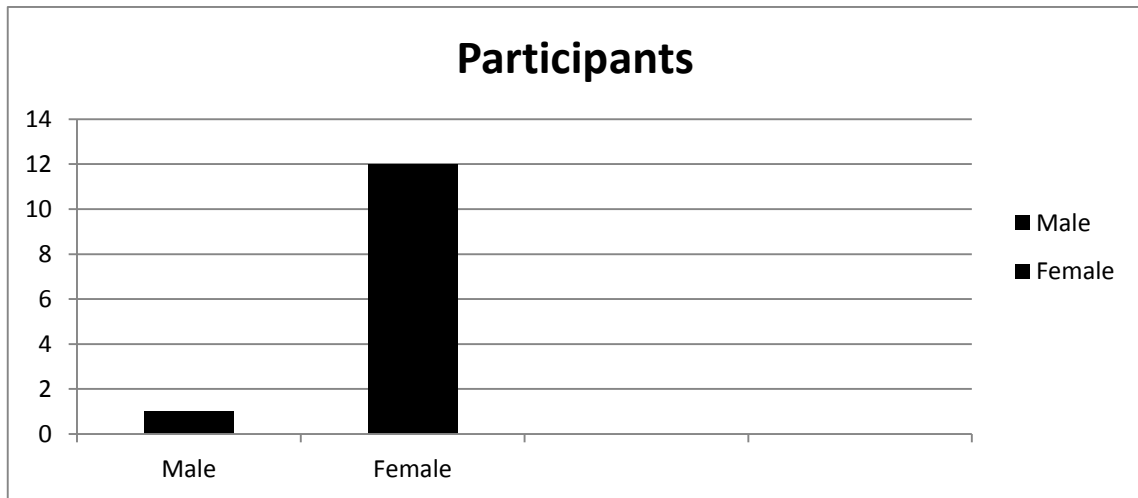
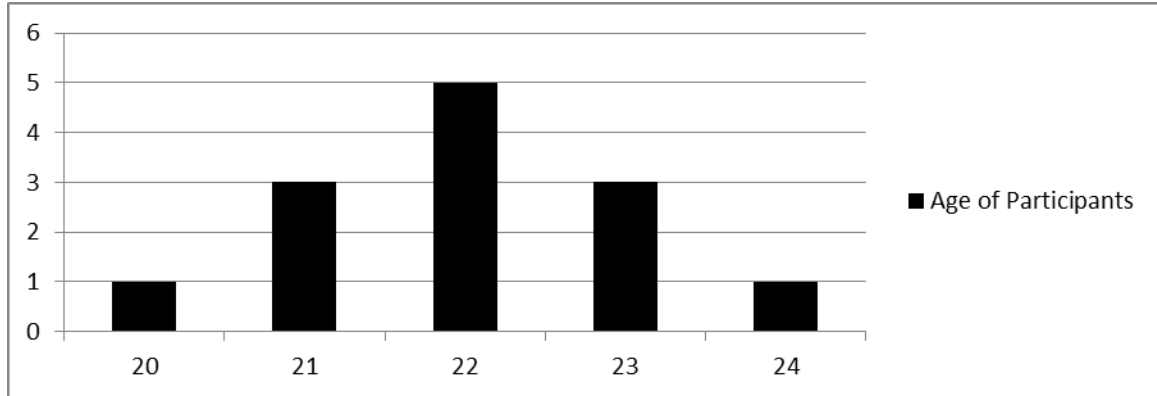


Table 2:

Personal Information and Demographics

Code	Age	Gender	Level of Education	Number of years in College
PA	22	Female	Senior	4
PB	23	Female	Senior	5
PC	23	Female	Senior	4
PD	21	Female	Junior	3
PE	22	Female	Junior	3
PF	22	Female	Junior	3
PG	24	Female	Junior	6
PH	21	Female	Junior	3
PI	21	Female	Junior	3
PJ	20	Female	Sophomore	2
PK	22	Female	Junior	3
PL	22	Male	Senior	4
PM	23	Female	Senior	4

Figure 2:

Comparison of Ages**Data Collection**

The interviews were conducted at the university in a private room. The interviews were collected on separate dates, so the room locations changed, but privacy was consistent. Each participant signed the informed consent prior to the interview. Each interviewee consented to being audio recorded prior to the start of the interview.

As the participants arrived for their interview, each completed the demographic survey (Appendix A). There was some time taken for casual conversation before beginning the individual interviews. The consent forms were reviewed again and each participant was given the opportunity to withdraw from the study at any time.

Each participant was asked the research question: What is the lived experience of the millennial nursing students in educational programs that use traditional nursing pedagogies? A list of interview questions (Appendix E) was used as a guide, especially if the participant displayed long periods of silence. As the interviews progressed, more questions were asked about engagement in the classroom setting. As each interview

came to a close, the participant was asked if he or she wanted to share anything else about the traditional classroom. Participants were thanked for their time and asked if they could be contacted again if any questions arose from the transcription of the data.

Data Analysis

van Manen's phenomenological method was used for data analysis. van Manen's approach requires that the researcher examine all data through four existentials: spatiality (lived space), corporeality (lived body), temporality (lived time), and relationality (lived human relation) (van Manen, 1990, p. 101). The four existentials serve as a foundation for how a human being experiences the world.

Spatiality is "felt space" (van Manen, 1990). This space encompasses a qualitative dimension of all space that a person feels around him or herself. For example, the student's current homes are a part of how he or she experiences the existential lived space. The next existential is lived body or corporeality. The physical presence and how we are viewed by ourselves and others gives a perspective or revelation about oneself. Temporality is subjective time and is referred to as lived time. Subjective time differs from clock time and can include past, present, and future events which constitute a person's being. The last existential is relationality which explores the relations one maintains with others (van Manen, 1990). These four existentials can be distinguished but not detached. Three approaches were taken following van Manen's method for data analysis: (1) wholistic or sententious approach, (2) selective approach, and (3) detailed approach to isolate the themes within the study (van Manen, 1990, p. 92).

Initially the first ten interviews were conducted. The recorded interviews were transcribed verbatim as close to the interviews as possible. Each recording was listened

to five times and compared to the transcription to ensure accuracy. Each interview was examined for “what does this mean?” or the sententious approach, and notes were made. Listening to each one of the interviews while reading the transcripts and field notes (written during the interview) revealed clarity of meaning within the participants’ words and underlying meaning.

The selective or highlighting approach was next. Each transcription was then uploaded to the NVivo software program. As each transcript was reviewed, nodes were developed to mark relevant concepts that emerged from the data. The software helped to search and organize the nodes to display a coding system. This system allowed sorting of information into distinctive categories. Statements that referred to students’ behavior were placed in a node one. Statements that referred to professors were placed in a node two. Statements that referred to students’ peers were placed in node three. Any statements that discussed learning were placed in node four. Several statements made about “mistrust” of the professors’ knowledge were placed in node five. Coding allowed the use of direct words and phrases from the participants and exploration of them as further immersion continued. After initial coding through NVivo software, the data was reviewed again to look for additional ideas.

Similarities among the participants’ descriptions were then placed on a working wall. The quotes from the participants grouped from the software were displayed while continual immersion and understanding of the data was analyzed. The grouping of nodes continued until the themes clearly emerged from the data. The clusters of data were validated by comparing them to the original interview transcriptions.

The final step of data analysis was a line by line approach to ensure that “What does this sentence reveal about the phenomenon?” (van Manen, 1990, p. 93) was addressed. Color coding the nodes helped to examine a line by line approach in the transcriptions. Node one (pink statements) described students’ physical being in the classroom but mentally escaping somewhere else. This theme was labeled “Physically Present, Mentally Dislocated.” Node two (blue statements) described an environment for the students that is accentuated by significant peer pressure. This theme was labeled as “Unspoken Peer Pressure.” Node three (yellow statements) described situations of being bored or only needing to know information for the tests. Relevancy of information was common and this theme was labeled “Passive Learning/Surface Learning.” Node four (green statements) described the students desire for wanting or needing more from their individual professors. Using the participants’ own words, the theme was labeled “Wanting More from Professors/Disengaging Professors.” As the review of the interviews continued, one last theme emerged that centered upon trust. Deriving from Node five (orange statements), these statements centered around professors’ lack of current knowledge or application of such knowledge. This theme was labeled “Lack of Trust.”

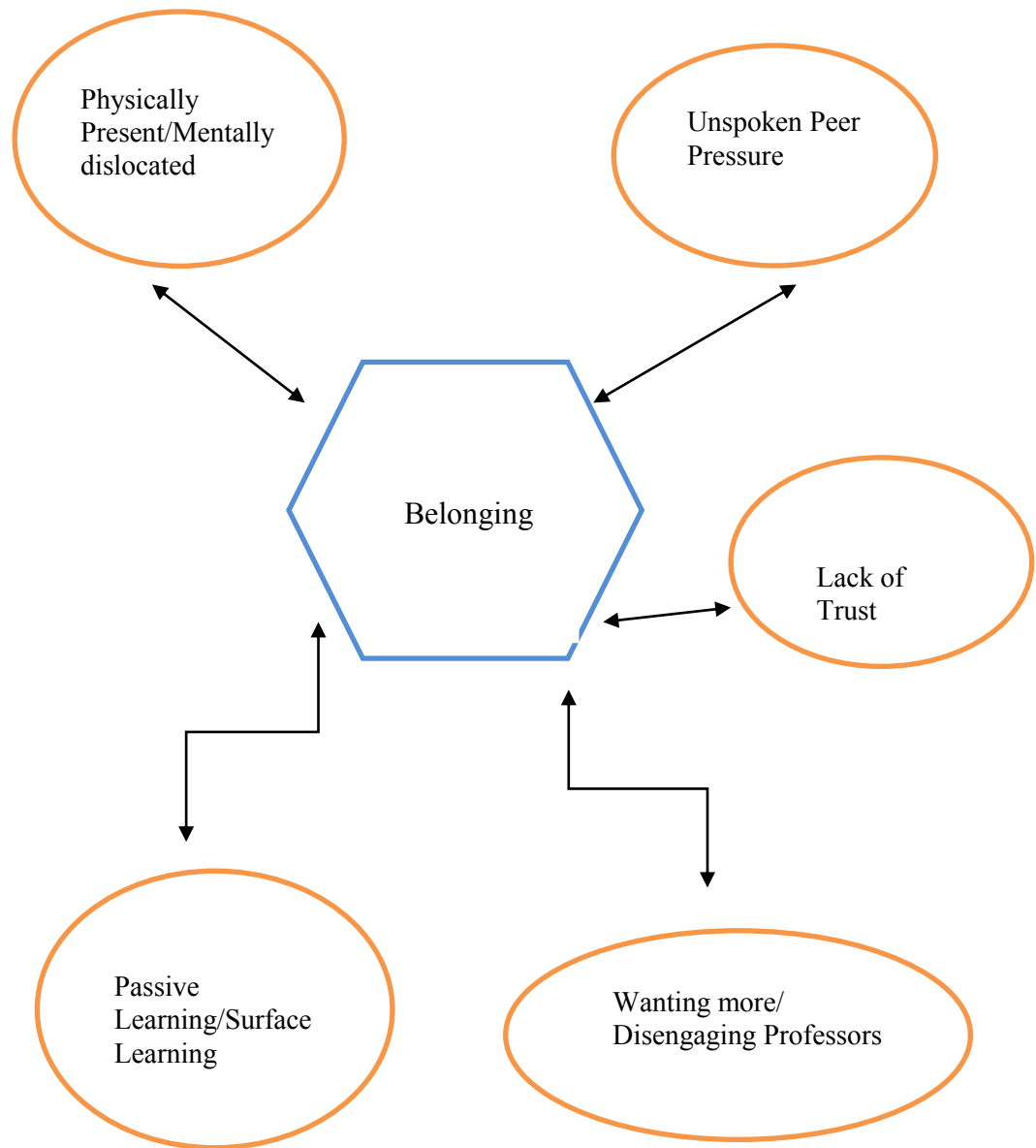
After the themes were identified, the data was evaluated again and the need for more interviews was determined. Three additional students were interviewed at this time to ensure accuracy of the themes. Each interview was transcribed as close to the interview as possible. The transcriptions were compared to the taped interview for accuracy. Immersion into the transcriptions occurred by reading them five times. Color coding was accomplished and illumination of the same themes resounded in the last three

interviews. At this time it was concluded that data saturation had occurred. The following findings are excerpts from the interviews that highlight the emerged themes.

Findings

Five themes emerged from the data gathered from 13 interviews of millennial nursing students. This section highlights the themes and gives examples of the students' responses to support the individual theme. The emergent themes emanated from mined and coded data with NVivo software, which resulted in clustering of data. The themes in order of frequency were (a) Physically Present, Mentally Dislocated (b) Unspoken Peer Pressure (c) Passive Learning/Surface Learning (d) Wanting More from Professors/Disengaging Professors, and (e) Lack of Trust. The following illustration highlights the themes (see Figure 3).

Figure 3: Themes.



The following table highlights the number of responses per themes that evolved from the interviews (see Table 3).

Table 3

Themes Extracted from the Data

Themes	Number that align with theme	Participants who align in this theme
Physically Present/Mentally Disengaged	10	PA; PC; PE; PF; PG; PH; PI; PK; PL; PM
Unspoken Peer Pressure	7	PA; PC; PE; PF; PG; PL; PM
Passive Learning/Surface Learning	8	PA; PC; PE; PF; PG; PI; PJ; PM
Wanting more/Disengaging Professors	12	PA; PB; PC; PD; PF; PG; PH; PI; PJ; PK; PL; PM
Lack of Trust	6	PA; PB; PD; PH; PL; PM

Theme One: Physically Present/Mentally Dislocated

Every student in the study reported going to class on the scheduled time and days. They described their attendance as: “always there, classroom time is mandatory, and present.” This occurred in ten of the thirteen interviews. Even though each student noted they attend class, they go on to describe being mentally dislocated. Examples of this theme exist in the following perspectives from participants:

PA: “And then you go to class and this funny thing happens during class with its almost like maybe 50 people that are there, maybe a quarter are actually paying attention and trying to learn the material that is being presented at the time. The other 75% are doing work or an assignment that they have due later. Other people they are on Facebook, or on Pinterest, or they are on Tumblr, it’s almost like brain rehab time.”

PC: “So, um it’s hard for me to concentrate, um especially when you know you notice the other people working on homework for other classes.”

PE: “I see people on Facebook, I see people buying crockpots, and a lot of shopping,

Buzzfeed, I think. So I think that technology is good because it saves paper and I found it’s a lot more convenient but um, it’s bad because it is distracting.” “They don’t know your name, then its fine to just show up, sit there, um not paying attention at all.” “It is as if we just show up.”

PF: “Most of the people have their laptops up, some people are on Facebook or Buzzfeed, and doing other entertainment sites.” “It looks like they are still paying attention.”

PG: “But I look around at all my classmates, I saw someone shopping for bras online in class. And I was like Really? Really? I am behind you. So people are clearly, all the information is written right there, why should they listen? It’s all written out. “

PH: “I am present but not engaged, I’d rather be doing other things.”

PI: Identifies her time in the classroom “as doing other things.” “I’ll be spending my time reformatting Power Points so it makes sense to me.... Or I do other work that is due.”

PK: “I am not retaining information during lecture, but I still go to every one.”

PL: “You would probably see all of us on our computers. Power Points open but also with Facebook open, or emails are open. Um it’s not very engaging. If that makes sense, it’s more just lecture.”

PM: “Students are bored. During the time in class I surf the Internet or I do other classwork sometimes like it is a class that I feel I am not getting out of lecture, I will usually work on another assignment at least I’m bring productive.” “Because there are classes that I feel like I don’t even have to come to class. So I might as well use it to get assignments done.”

Theme Two: Unspoken Peer Pressure

The students gave detailed accounts of the classroom environment and reveal their personal situatedness within the setting. Seven out of thirteen students identified that their peers have an influence inside the classroom. The students have a desire to learn but have pressure to conform to their peers. Examples of this theme exist in the following perspectives from participants:

PA: “You feel almost like peer pressure, like unspoken peer pressure, like if you’re paying attention actually it’s like, ‘Wow she is actually writes notes. You are really paying attention to this right now?’ Um, almost like a peer pressure kind of thing you almost feel like you’re actually trying to learn it’s not cool.

PC: “ People especially that’s why I try to sit like in the front row because I see people kind of on Facebook or shopping, or Pinterest, you know, that kind of makes me think well, I wonder what is going on in my social network.

PE: “But a lot of people don’t look forward to it [learning], we aren’t as excited about learning. Just kinda like an observer, not really, um comfortable with raising your hand or anything.”

PF: “I like to be close, because I think in the back; I would tend to be more distracted.” “I want to make sure I have everything under control. I don’t like to be distracted.”

PG: “Everyone thinks I am a goody two shoes, and as dumb as this sounds, I am 23 years old, I should have enough courage in myself to not worry about what people think. But we are human, so it’s really frustrating though because it doesn’t feel like an equal give and take of ideas. Even in class, half of the times it’s just silence. So it is difficult when a professor ask questions, and literally no one answers. So I am usually the annoying one that answers half the questions, to the point that I am like, you know what? I am not going to talk in class anymore this is ridiculous.”

PL: “I look at my neighbor and they are on Facebook, and I feel like I am missing something. Facebook is the biggest downfall of our generation. It’s like, oh well, I’m just going to check it real quick and 30 minutes later you are still on, 10 slides later, and you are now lost. You have no idea what you have missed.”

PM: “There are a lot of things that grab our attention, so definitely I want to learn but it is hard when ‘we’ are all searching and searching the Internet. I think it is hard for ‘us’ to figure it out.”

Theme Three: Passive Learning/Surface Learning

Eight participants spoke to the level of passive learning occurring within the traditional nursing classroom. The students speak of simply learning material for the test and give credence to surface learning. Examples from the interviews include:

PA: “The vast majority of us are passive because um, we were always told we were the best of the best. Right, we are the ones that are so smart, we are the ones who never have to work for it. We never got our homework done, we get As and now we are this program, and when things aren’t so easy, , it is unsettling.” In depicting Internet sources, “we are like babies, we are full of ourselves, we love looking up, we love looking at other people, and talking about other people, we don’t use it for depth.”

PC: “The tests are more like regurgitated information rather than critical thinking, analyzing, and remembering information so well that one could teach it.”

PE:” I think that with nursing classes, they don’t really teach you anything.” “The exams are multiple choice, I just learn to recognize the answer, not actually learn it. So if someone asks what are the signs and symptoms of a certain thing, I would learn to recognize, like if that was written down, but I would not be able to list the signs and write them.”

PF: While sitting in lecture, I think “Oh my gosh, when is this over, when am I going to get out of here.”

PG: “In a lecture setting memorizing it for a test, and I don’t know if it’s important like the testing part of it. I feel like a lot of our nursing classes, it’s geared toward memorizing things, and that is just frustrating to me, because you need to have something memorized, but if you go to a unit and you see how the nurse is working, they are not working like they are going from one topic to the next, that they memorized, they are able to apply it and think critically about it and I feel that often times we are not really getting the critical thinking part.

PI: In learning medications, “Why do I have to memorize all of this? I can always quick look it up on the computer. A lot of the stuff we learn we are just learning to take a test, so it looks good.”

PJ: “I do think it [technology] benefits a lot like I mean 50 years ago if a student didn’t understand or know what a disease was they would look though like 1,000 pages to find that answer whereas I can type it into Google and the definition will pop right out. Or even with the online textbook I can hit control F, type in any word and anywhere in the document it will highlight it. There is no need to memorize it, just know where to find it.”

PM: “There are some classes I feel like I don’t even have to come to class.”

“There was like a nursing leadership class it was just read to us straight off the PowerPoint and the quizzes were online and so you could do them with your roommates. So it was pointless. So I would work on my care plans during class.”

“Um, I have room to wonder, and in my mind I could do anything else so it’s more about self-control. But I am kinda of also like to be able to interact with the professor. “

Theme Four Wanting More From Professors/Disengaging Professors

Twelve of the students identified the need for wanting more from their professors. They described their professors as, “disconnected, not really teaching anything, confused, disengaging entertainers, unable to use technology, and not trained in education.” The twelve students had spent a considerable amount of time discussing the frustrations of professors who merely read off of the Power Points. The following are examples from the interviews that highlight this theme:

PA: “And everybody is sitting far away from the teacher, it’s almost like there’s a disconnect. “They [everyone] are looking at their computers and writing notes, it’s your own bubble space. When we present, um, I can feel that. I can feel that nobody is paying attention to me.”

PB: “Um, I think for the reasons like we’re getting pounded with so much information at once, I think we just see it as we show up, we get credit, so we don’t necessarily value the classroom time because we can’t understand all that information at once. It’s more like giving information, that’s not really teaching anything.”

PC: “There is always a set of objectives at the beginning of lecture, and if the professor strays away from this, they [the professors] seem confused.” The art of speaking is how she accentuates “engaging entertainers.” “So, in class, it’s definitely helpful when teachers are engaging and you ask questions.”

PD: “I am frustrated by the broken technology, the professors’ inability to use the technology, and unengaging professors.”

PF: “The classes are more bland, and I’m sure that smaller chunks of information, I am sure you retain it better. I like when teachers are lecturing, but then they ask you critical thinking questions. I love being quizzed; I like to engage with them.”

PG: “That I am not being taught as well as I could be.” “That I see my professors and I see them as very well trained nurses, or nurse practitioners, um, clinicians, but, they, none of the teachers, have been trained in education.” “My teachers are molding what they have been taught and there are better ways.” “Um, and it’s really frustrating because I have had in the past many other schools, many other teachers, that are of other disciplines, and I have had some amazing teachers. My favorite teachers I have ever had, none of them are in nursing”.

PH: I feel that lecture, “it is good, but it could be a lot better”. “Sometimes I feel I could be successful without the lecture....especially when the professor reads to us.” “Generally when teachers try to stray away from normal Power Point. I feel like its forced. And I feel like they are doing it because they have to. Anyone can tell. “

PI: “Sometimes it slows the pace down, while you sit there and write. Sometimes with older professors that use Power Point, we will go into full depth of what the slide says, while others say you can look at it later. [clicking the slides forward saying] Next, next. You can review that when you go to study. They’ll just breeze through it because sometimes the professor understands the concept but I don’t and I have to go back and teach it to myself.”

PJ: While she doesn't know any other way other than lecture to get the notes, she wants "unique experienced teachers."

PK: "And for professors that just use straight words, I have a harder time just learning with the words." "Lecture in the classroom is hit or miss. If I am really tired one day I may not pay attention at all and it gets monotonous."

PL: Lecture is not engaging "it's just lecture." "It's that we are not engaged, because we have never seen the information before. So they will ask us a questions and most of it's our fault, because we are not reading. But how can you read 8 chapters per class per night. It's insane. They just read the Power Point slides, tell us to read, and do stuff on our own. The instructors' confidence, how they carry themselves, their tone, whether they are reading word for word off the slide, I mean I can do that on my own. So it is at that point that I am going to be constructive for these two hours since you are reading this to me, you are monotone, so I will sit there and do a care plan or other work. I could sit there and listen to them, in a monotone voice and be like how boring this is, I am not going to retain any of it. "

PM: "It really depends on who is giving the information; I have had teachers engage the class just by knowing the material and um, that they make it sound as interesting as possible. And making it so that they care about the information and we then know why it is important. And I also have had teachers just read straight from the Power Point, it doesn't inspire the students and I think that's probably where I learned the least. "

Theme 5 Lack of Trust

Six students gave various examples of how they do not trust the professors and how it creates challenges for them in the classroom. The need to find “correct” information after receiving the data through traditional pedagogies leaves the students’ frustrated in the delivery. Throughout the text, the students expressed “not trusting the professors”. This trust was related to how they felt about the instructors’ knowledge. Examples of this theme exist in the following perspectives from students:

PA: “I feel as if I trust the Internet more than I trust my professors,” when speaking about knowledge and content.

PB: “I try to use ATI and the book as much as I can though because that’s where a lot of information is coming from and it’s correct.”

PD: “The clinical experiences are the best part. I trust the nurse over the instructor on knowledge. Being paired with a nurse instead of an instructor would be more beneficial.”

PH: “When I don’t know something, I quick hop on the computer, look it up and know it. I almost wish that teachers would say less and only give what we need to know.”

PL: “We are able to hop on the computer and find something out. I wish that teachers would just say less during lectures.”

PM: “ And I think having people in their fields talk to us about what they know, so like guest lectures so if you don’t know the heart at all, that person comes in to talk about the heart and she’s really passionate about it, then that helps us a lot.

Last time we had a lot of guest lectures and I really liked that [more than professors teaching].”

Essence

The final step is to synthesize the themes. van Manen (1990) explores essence as a “universal which can be described through a study of the structure that governs the instances.... of that phenomenon” (p. 10). Phenomenological research aims to establish essence or meaning of the lived experience. What does the lived experience of being a millennial in a nursing course being taught with traditional pedagogies mean to the student? Reflection on the identified themes brings essence to the study.

The themes of “Physically Present/Mentally Dislocated” and “Unspoken Peer Pressure” reveal an underlying desire for “different pedagogical approaches.” The students spoke of merely showing up for class and doing other activities during this time. The pressure felt by their peers to conform to this behavior adds to the complexity of being mentally dislocated. While the students explained being excited for class, highly anticipating class, they immediately became consumed with other “activities” while present in the classroom.

Ultimately the themes are about “wanting more.” The students centered on wanting more from the classroom, wanting more from their peers, and wanting to be accepted in their new role. Their descriptions were of the classrooms they wished for and of being accepted by their peers while yearning for knowledge. As one student stated, “You feel almost like peer pressure like unspoken peer pressure. Like if you're paying attention actually it's like, Wow, she's actually writing notes. You are really paying

attention to this right now? Almost like an unspoken rule like what are you doing in class today?” She wanted to come to class to learn, but felt pressure to comply with peers.

The themes of “Passive Learning/Surface Learning” and “Disengaging Professors” represent situatedness. The students enter the classroom with a level of expectations. When those expectations are not met the students struggle to find any meaning in the course, any connection with the professor, and assign blame to the professor and not to themselves. They voiced how difficult it is to pay attention in class and clearly only want to know “what they need to know.” The Internet creates a barrier to receiving information that is credible and impedes the students’ learning giving credence to surface learning as, “Why do I have to memorize all of this? I can always quick look it up on the computer.”

The essence of the study is found by extracting from the dialogue in the language of the participants to form a structure of the experience. The essence of the study focuses upon belonging. The students are new to the college environment and changing environments reveal a need to find oneself. The meaning of this study is that the millennial students yearn for a sense of belonging.

Validity

Validity gives credibility to the research study findings. Lincoln and Guba (1985) denote four components of validity in qualitative research: (a) credibility (b) transferability (c) dependability and (d) confirmability. Validity of the research study was first achieved by conducting a pilot study to test the interview questions for the participant’s ability to draw out rich descriptions relevant to the research question. The pilot study participants were not included in the study’s results. Research participants

were selected for their personal experience as a millennial student actively enrolled in a nursing program that uses traditional pedagogies. This selection adds to the credibility of the research. Verbatim transcripts and interview notes were compared to confirm a realistic account of millennial nursing students' experiences. Member checking was accomplished by contacting four participants in the study. The themes and essence were emailed in a Word document to each of these participants. All of the selected participants expressed a true reflection of their lived experience. The participants noted "this is a great reflection," "captures exactly what I tried to articulate in my interview," "that's it, you nailed it." During data analysis, the transcripts were reviewed continuously during data reduction. The last step of rigor was noted in reflexivity. Since the researcher is a nurse educator, a personal journal was kept on thoughts of millennial students to avoid bias to the study. This reflexivity allowed any preconceptions while analyzing the data to be removed.

Summary

Chapter four contained a summary of the findings in relation to the research question: What is the lived experience of the millennial nursing students in educational programs that use traditional nursing pedagogies? The chapter included demographic information of the study participants and an overview of data collection and dictation methods. Using phenomenology, the data analysis method was described and the method of coding the responses was explored. The illumination of themes that emerged from the data are given with verbatim excerpts from the interviews that support the theme.

Chapter five provides conclusions from the literature reviewed, the phenomenological methodology, and the data collected in the interviews. The

significance and implications for nursing will be discussed. Chapter five will conclude with recommendations and suggestions for future research of millennial students.

Chapter 5

Conclusions and Recommendations

The purpose of this phenomenological study was to identify the perception of millennial students participating in traditional pedagogies and its significant implications for nursing education. Interviews with 13 millennial students were conducted to evaluate the students lived experiences with the phenomenon. The data from the interview were analyzed using van Manen's methodology.

Chapter five contains a summary of the findings with recommendations and conclusions of the findings. The five themes that had emerged from the interviews are discussed and their importance in nursing education is included. Additional actions and recommendations for nursing education are given, and suggestions for future research are provided.

Discussion of Philosophy, Theory, and Findings

Phenomenology is universal to uncover the "nature of a phenomenon" which makes some "thing" what it is (van Manen, 1990, p. 6). Researching lived experiences is an informative way to relate to how one lives. It requires researchers "to focus on creating broad, deep philosophical questions" that lead to a description of an experience in a situation (van Manen, 1990, p. 19). If a researcher wants to understand another's perspective, then phenomenology offers a way to unearth these perspectives.

While van Manen's phenomenological methods were used for data analysis, Parse's Human Becoming Theory was used for theoretical framework. The findings can be situated in the context of Parse's middle range theory, which adds three major assumptions of meaning, rhythmicity, and transcendence. Meaning allows humans to

freely choose personal meaning in any situation. In other words, one reality is giving meaning through the lived experience. The participants of this research were given the opportunity to give personal meaning of their experience as a millennial student enrolled in a nursing classroom. As Parse unfolds, she illuminates that man and the environment co-create patterns with the universe. Parse labels this as rhythmicity, and places significance on imaging, valuing, and language. Transcending brings multidimensionality with potentials that extend beyond personal limits as one is constantly transforming.

Parse's theory provides a transformative approach and aids the researcher to see the participants' perspectives. This process allowed the opportunity to be "with" the students and reveal their perspectives. The art of human becoming theory lies in the unfolding of meaning, synchronizing rhythms, and transcendence. Particularly useful in nursing education, the model provided a framework for inquiry.

In the research, the experiences of each participant were examined and sought to bring meaning to their experience. Their verbatim transcripts were used to express their lived experience. The purpose was to reveal what is the lived experience of millennial students as they engaged in a classroom with traditional pedagogies. The essence illuminated throughout the study was one of belonging with their peers, their colleagues, and their professors. Applying the meaning to Parse's theory accentuates that as students reveal their perspective, the researcher becomes embedded in what it is like to be a student. The students are open beings who are individualized and different than a sum of parts. The continual interaction of the classroom environment molds individual experiences, which challenges nursing educators.

Understanding what it is like for millennial students receiving traditional pedagogies, recommendations for practice and future policy emerged. Parse's human becoming theory helped to identify the meaning of belonging. Transcending beyond personal limitations makes students feel uneasy and threatens their sense of belonging.

Using van Manen's method of analysis, all of the interview data was coded and five themes emerged. The following themes emerged: Physically Present/Mentally Dislocated, Unspoken Peer Pressure, Passive Learning/Surface Learning, Wanting More from the Professors/Disengaging Professors, and Lack of Trust.

Theme 1: Physically Present/Mentally Dislocated

Researchers have studied how millennial students are a different generation arriving in college classrooms (Tapscott, 2009). Most of the students in this study were aware of the importance of attending classroom and clinical activities. However, the implications of being physically present do not make one mentally engaged. Several of the students stated that before class they downloaded or printed off the materials needed for that classroom session. As a result of this, the students felt as if they have everything they "need" for classroom lecture. During the course of the classroom time, despite being physically present in a chair, the students in this study note a flurry of activity that highlights being mentally dislocated. The students describe their experiences as "surfing the Internet", "buying things on the Internet", "doing other homework," and "checking Facebook."

The inflection in the student's tone of voice throughout the interviews while talking about the classroom reflects boredom and stress. The students seem bothered that there is not a better way to express large amounts of material other than lecture. The

students interviewed provided insight for coming to class that attendance is mandatory and influences their overall grade within the course. Although the students know they are of a “technological generation”, they see themselves as “normal” college students.

Moore (2007) states from the Chronicle of Higher Education that, “A new generation has arrived and sorry, but they might not want to hear you lecture for an hour” (Carlson, 2005, p. 1). Despite the millennial students’ desire for more education, the experiences in the traditional classroom have hidden risks. Supporting literature identifies the conduction of other activities is “unintentional by students who attend to their own needs without considering the potential impact on their instructor or classmates” (Baker, Corner, & Martinak, 2008, p. 66). The need for educators to re-contextualize content geared toward student interests is needed. McGlynn (2007) highlights that engagement of students is the key to “academic motivation, persistence, and degree completion” (p. 3). Students need a more comprehensive approach that draws the student toward learning rather than the mere need to exist in the classroom (Roehl, Reddy, & Shannon, 2013).

Some of the students from the study reveal non-traditional methods that engage the students in the classroom. Role playing (active learning), group work (collaborative learning), team presentations (cooperative learning), and case studies (problem-based learning) were examples given by the students that help to engage them in the classroom. Each one of these examples provided from the students described active learning strategies. The use of a variety of teaching methods enhance the classroom experience and gain insight into multiple learning styles within a classroom setting (Blevins, 2014; McAlister, 2009; Stratton & Julien, 2014). However, a few of the millennials depicted

active strategies as wasteful and wish that the professors would tell them what they need to know so they could leave.

Participants stated that they know the importance of being in class through prior experiences and describe the need to “get the material”. Stripling, Roberts and Israel (2013) note the most significant influence on attendance lies in student attitude to learning. Creating a climate in the classroom that ensures a blending of the two pedagogies can build a nursing classroom around a common purpose, knowledge attainment.

Parse describes this in her theory as valuing (Parse, 2012). Valuing in Parse’s theory accentuates confirming of personal beliefs in light of a worldly viewpoint. Consequently, persons make continuous choices about how to think and act. Some of these choices are based on past experiences but Parse gives credence that a person’s personal choice can change based upon priority value (Parse, 2007). The choosing of what Millennials value aligns with their beliefs that help to move their world forward. Millennial students value relationships and connectivity to their peers (Tapscott, 2009).

Earle and Myrick (2008) place emphasis on “generational lens theory”, which highlights diversity within selected generations and can give insight into behaviors of a selected group. The attitudes and behaviors of the millennial generation bring about a new classroom dynamic, which places emphasis on personal values. The traditional classroom centered upon passive administration of large quantities of data bores the millennial student and leaves the student needing more from the classroom environment (Earle & Myrick, 2008; Moore, 2007; NLN, 2003). Millennials values changes the classroom dynamic therefore shifting the paradigm with the classroom setting.

Teaching implications for nursing faculty need to center around maintaining attention within the classroom environment (Montenery, Walker, Sorensen, Thompson, Kirklin, White, & Ross, 2013). The application of new strategies that acquire and maintain millennials attention hold more value than ever before. Actively involving the student in the classroom challenges students to come prepared for the class and may increase interactions between the professor and the students. Placing value on attendance is a start but millennials require a fast moving classroom, which shifts between pedagogies that attracts the learner to engage in the classroom setting.

Theme 2: Unspoken Peer Pressure

Participants shared experiences about being a millennial nursing student within a traditional nursing classroom. They shared conforming to their peers and the need to comply with what others are doing. Baker, Comer, and Marinak (2008) give credence to this adage in that respect and approval from the millennial peers mean more to them than affirmation of authority figures. Unlike previous generations, millennials care about their peers' opinions, which in turn dynamically guide personal decisions (Strauss & Howe, 2007). This peer relationship lends to problematic contribution within the traditional classroom setting. Most of the students in this study do not contribute to the classroom discussions for fear of what their peers will think. Many specifically stated that they are fearful of being labeled.

Reared in an era in which parents are involved in every decision, the millennials carry this throughout their relationships (Tapscott, 2009). Stemming from this, millennials need peer approval because they have become unaccustomed to making their "own" choices (Hira, 2007). Seven of the students in this study displayed some type of

acceptance behaviors during their depiction of the classroom setting. Students reported looking around to see what everyone else was doing, feeling like they were uncool if they were paying attention, wanting to do what others were doing, and going on Facebook because their neighbor (classmate) was. The need to fit in with their peers steals attention away from the classroom material leaving the student disconnected and “lost.”

This finding can be seen in Parse’s theory under rhythmicity. As the students in the study unfold significance on peers’ approval, educators should have the knowledge of the common imaging, valuing, and language to connect. Parse (2008) notes that persons are open “irreducible, ever changing, and recognized by patterns” (p. 528). As persons co-exist, these relationships influence how one is with another linking mutual processes and unity of the lived experience. Therefore, how the millennials view their peers, and their peers’ opinions influence their behaviors and attitudes toward pedagogies.

The students of this study attend class, but reveal a different atmosphere, which stifles their learning. Strauss and Howe (2007) denote that millennials’ friends are more like a support network than unlike previous generations, includes more than one or two friends. Meer acquaintances hold high stakes of “peer pressure” for this group. Educators need to be taught about unspoken peer pressure and the implications to the educational realm. An open, engaging atmosphere that encourages questions and active participation can help to connect the student to material. Hurtado, Mayhew, and Engberg (2012) suggest challenges students to “question answers rather than answer questions” (p. 206). Attention to group dynamics and providing structure facilitates an open environment conducive to learning. Teacher-to-student rapport has an influence on students’ situatedness (Stripling, Roberts & Israel, 2013).

Literature lacks an addressing of this problem from the students' vantage point. There has been no research to evaluate the implications of unspoken peer pressure on academic learning in nursing education. Nursing faculty can pursue future research to identify the social and academic implications of peer pressure.

Theme 3: Passive Learning/Surface Learning

This theme of passive learning or surface learning derives from the teacher-centered methodology that leaves the millennial student wanting more. The millennial student brings a set of challenges unlike their predecessors. The participants of this study aligned with this uniqueness in giving examples of the way they process information. Prensky (2001) states that millennial students "think and process information fundamentally different from their predecessors" (as cited by Roehl, Reddy, & Shannon, 2013, p. 45). The need to buy into the process of knowledge acquisition holds different value for the millennials than previous generations. Prensky (2010) gives voice that the tolerance and needs of students have changed.

The students stated that there wasn't a need to "memorize" large volumes of data. More specifically they felt that technology has given their generation an edge to quickly access data when needed. Defacing the value of education, the millennials fail to see the significance of large knowledge bases (Jagannathan & Blair, 2014; James, 2011). Subsequently, a relevant finding of this study is that the students find their professors disengaging with traditional pedagogical delivery.

Millennials in this study value doing rather than knowing. Exemplified in their thoughts about simulation, generating knowledge through practice is more beneficial than attainment of knowledge through lecture. As the focus of teaching encompasses

understanding, a shift from surface learning to deep learning is essential. Ritchhart, Church, and Morrison (2011) highlight this as an “active and constructive process” (p.7). The National Council of State Boards of Nursing (NCSBN) (2011) support active learning strategies that encompass evidence based educational strategies. This process reveals the need to shift paradigms from traditional teacher-centered to a more interactive, learner-centered approach. Nursing educators recognize the need for students to learn and understand material as opposed to knowledge retention (Ritchhart, Church, & Morrison, 2011). New strategies are needed to acquire and keep millennials attention that ultimately results in increase classroom receptiveness and challenges the nursing students.

The theme reflects Parse’s theoretical framework under the process of valuing (Parse, 2012). Values reflected in the students’ value of knowledge acquisition leave the students with an “empty” classroom experience. Once the students identify the need and value in nursing knowledge, the educators can shift the paradigm that can enhance the millennials experience. Synthesizing the values from different experiences, the millennials derive meaning and can ultimately “become” in the student role. Astin’s (1984) theory of involvement accentuates this valuing and maintains students’ success is centered upon active engagement in the college experience. Astin’s research highlights student satisfaction in college experiences when frequent student-faculty interactions have occurred. The students ultimately feel valued (Kim, Chang, & Park, 2009).

Early educational practices have negative consequences on behavioral patterns of knowledge acquisition. Prior thinking that “one size fits all” educational delivery no longer meets the needs of our current students (Kim, Chang, & Park, 2009). Many

students reported knowing they have to go to class but only to obtain the information they “need to know.” Clearly depicted in two interviews was the notion that teachers tell you what is on the test, and this is something the students didn’t want to miss; hence they attend class.

Theme 4: Disengaging Professors/Wanting More.

The students of this study identified their professors as: “not engaging, boring, poor entertainers, and not really teaching anything”. Highlighting that the traditional classroom of lecture is not conducive to learning, the millennials identify their lack of relationship with their professors as concerning. Frustrated by the lack of technological applications by their current professors, millennials in this study want something more from the classroom experience.

Frustration was noted within the interviews about wanting more from the professors when relating to how the content was being delivered. While the students were meeting the requirements for their educational degree, their desire to need and want more from their experiences was displayed. The rapidly evolving technologies bring about a decreased tolerance for traditional pedagogies. Students conveyed knowing more than their professors when speaking of technology. The millennial students conveyed frustration in the interviews about educators’ lack of technology integration. They highlight that this added to being disconnected with their instructors ultimately impeding their education.

This generation does not know a world without technology, and forms of communication that differs from previous generations (Autry & Berge, 2011; Marks, 2009). Communication through texting, instant messaging, and emailing change

implications for nursing education and the professors. Wanting more than an hour-long teacher-centered lecture, millennial students need connectivity.

Raised in a generation where everyone gets a trophy, millennials are accustomed to being rewarded for mediocre performances. Flooded with attention from their parents and peers, millennials expect the same from their professors. However, professors often critique this behavior as one of entitlement (Baker, Comer, & Martinak, 2008). When the participants had relationships with the professors, participants noted them as “good professors.” Classroom size and length of time with the professor influenced their vantage points in this study. The passive presentation of content by the educators leaves the students wanting more. The need for social interaction, building of a relationship with the professors, and other activities besides lecture appeal to this generation.

Millennials’ ability to multi-task lends to challenges of classroom environments. Millennials’ structure to stay connected also gives credence to the lack of tolerability for delays (Mangold, 2007). Blatant contrasts in student and faculty generations add complexity to the classroom environment. Many nursing educators are educationally conservative (Tagg, 2008). The need to succeed coupled with millennials sense of entitlement bring challenges to nursing educators to conform to a classroom environment that connects with the students.

This theme reflects Parse’s theory of meaning (Parse, 2007). One cannot decide the significance or meaning of something for another person. Nurse educators having experienced traditional pedagogies in their own education have a different perspective than Millennial students. Meaning, according to Parse (2008), is ever changing and expands as a person becomes. Millennials holding their own values express wanting

more from nursing educators. Tapscott (2009) also holds value on what millennials want and need out of educators. Aligning with Parse (2008), Tapscott (2009) gives credence to the desire for millennial students to have a “relationship” with their educators.

Connectivity helps to accentuate their experience, drawing them deeper into the process and ultimately more engaged. Little research exists on the faculty perspective of the millennial generational need for closer relationships and their potential significance on nursing education.

Theme 5: Lack of Trust

The last theme was one of not trusting the professors. The students explained that they felt the professors lacked knowledge in relation to content and ultimately application on the clinical floors. Listening to lecture and receiving content through traditional pedagogies left them feeling unprepared and needing more reliable information.

Linking to the previous theme of disengaging professors, if professors were more engaging, trust may not be a factor. Connectivity is essential to the millennial students and value is placed more upon relationships than acquisition of knowledge. The students felt that instructors were good teachers when they connected to the student, when students spent time with the professors, or when the professors helped teach the student personally.

The theme reflects Parse’s theoretical framework under the process “linguaging” (Parse, 2008). Parse identifies linguaging as “one’s representation of one’s structuring of reality and is reflective of the interconnectedness of man from generation to generation” (p. 47). As people from a particular generation or group have commonality, they ultimately share language patterns (Tapscott, 2009). The process of linguaging

combined with individual realities gives individual meaning. The millennial students interviewed place little value on languaging that derives from the instructors. The context of information received by the students lies in the significance of the data, relationship with the faculty member, and past experiences.

Furthermore, this theme aligns with a dimension of caring. Students placed great emphasis on gaining knowledge; however, the personal aspects of concern, respect, and availability of instructors have a profound impact on how they view the given information. Meyers (2009) gives credence to this dimension noting that rapport with instructors influence student's performance and scope of learning.

No research is found that gives a true picture of distrust that the millennial students feel in the classroom. Further research is needed to examine if this finding is only significant to this group or a trend among the millennial generation students. Since millennials place a high significance on relationships this theme may be an overlap of wanting more.

Recommendations

The significance of the research study is in the insight it provides to nursing educators about the Millennial generation. The millennial generation has grown up in a time where they were told they were the best of the best. However, the collegial education setting reveals a different story. Although students meet the physical representation in class, they often seem to be mentally dislocated, looking for peer acceptance, blame shortcomings on professors, and engage in surface learning. The need to belong hinders the students from active engagement in the educational process.

As colleges strive to lower attrition rates and increase student retention, the perceptions of the students experience reveals needed information. Information gained from this research uncovered unique vantage points of the millennial students, offering suggestions for new teaching styles that may accentuate the learning process. Nursing leaders can learn from the participants' experience and modify the classroom to engage with the students and build a relationship of mutual trust.

Experiential learning that encompasses technology and evidence based educational strategies can lend to a more interactive classroom environment that draws the millennials attention (Montenery et al., 2013). Clickers have been used as an interactive mechanism that connects students to lecture (DeGagne, 2011). However, the students in this study despite these mechanisms still feel disconnected to the classroom. Educators may give reasonable classroom assignments prior to classroom time, use the assignment to deliver material, and enhance student participation within the setting. A new model of active and passive delivery may appeal to this generation and aid to ensure delivery of content, participation of the students, and mental engagement within the traditional classroom setting.

Unlike previous generations, millennials place a significant value on relationships and peer input. Nurse educators are challenged to meet the needs of millennial nursing students who are enrolled in nursing programs (Fettig & Friesen, 2014). Robinson and Niemer (2010) highlight peer interactions whether positive or negative have direct correlation to learning experiences. Offering peer support programs such as studying with a fellow student have been mentioned previously as a way for millennial students to connect. Faculty can recommend that students develop an internal network of students

which offer recommendation of books, sources of study support, and details of nursing mentors (Robinson & Niemer, 2010). The program allows for student autonomy while maintaining a cohesive student network that drives toward quality educational outcomes. These programs can be used to disseminate evidence-based approaches to help peers cope with peer pressure. Future research may include examination of peer relationships on nursing education.

Students within this study give credence to surface learning and learning material only for the test without retention and applicability to the clinical setting. Several students within the study speak of the inability to take knowledge and critically apply to the clinical setting. As the NCLEX examination and clinical practice focuses upon knowledge application, educators are forced to find methods that accentuate knowledge application. Johanson (2012) highlights that instead of an active learning paradigm shift that a shared responsibility of educational approach is a necessity. As most nursing classrooms house multigenerational students, faculty and students must collectively work together to have an equal balance of pedagogies that appeal to the students while still meeting academic rigor. More research is needed to see the effects of these methods and the knowledge acquisition and applicability of the content provided by the educators.

Finding innovative approaches to stimulate students is an overwhelming task even for experienced educators. The students want more from the educators that center on relationships, making the millennial feel important, and quick reliable information. The interviews highlighted millennials being the best of the best despite doing mediocre work (Robinson et al., 2012). Understanding the meaning of this wanting more from the

professors, educators should work millennials in groups, use debates, and blending teaching pedagogies (Johanson, 2012).

Limitations of this Study

Limitations of this study can be found in the population sample of twelve women and only one male. However, it is representative of the population of male versus female in the nursing profession. In 2013, approximately 11.1% of the baccalaureate programs enrollees were male (AACN, 2013). In addition the homogeneity of the sample selection from one school may be reflective of a classroom culture or institutional values. However, the sample size is representative of the students enrolled at the University. Ethnicity is another limitation in this study as twelve out of thirteen participants were Caucasian. The final limitation lies in only examining nursing students experience in the classroom. Nursing students may have unique classroom experience than other college millennial students.

Recommendations for Future Research

The purpose of this study was to explore the perceptions of millennial students participating in traditional pedagogies and its' significant implications for nursing education. Future research recommendations include repeating the study with a different group of millennial nursing students to validate the themes identified. Different cultures exist with persons who share a common interest, such as a selective University, repeating the study can identify if the culture is unique or shared. Another area needed is the value of the relationship between a professor and student and its potential impact on student success. The students of this study placed value on professors who "got to know" them as individuals. Research highlights that millennials value relationships (Tapscott, 2009).

Additional studies could test the development of active teaching strategies and the effects on millennial student success. Participants identified when professors engaged the class in an activity (active learning strategy), the material was easier to comprehend. However, the participants also noted they “need the material (content)” and decline the need for active strategies throughout the entire class.

Lastly, a study could be developed to compare nursing educator’s perceptions on millennial nursing students to report classroom tendencies. While the research illuminates the need to have student-centered pedagogy, educators still struggle to implement this as the standard (Patterson & Klein, 2012). Educators’ perspectives on changing classroom environments can help to formulate a comparison of methods used that millennials find engaging.

Summary

Millennial students bring unique characteristics to traditional college classrooms. Although educators use active strategies in the class, millennial nursing students remain to struggle to find meaning in the classroom. Stifled by their sense of belonging, millennials place little value on the traditional classroom despite being ultimately successful and passing NCLEX. The students within this study placed emphasis on positive relationships with their peers and professors, which ultimately provided to a more collaborative classroom environment, which enhanced learning.

Nursing educators, who are well educated on blending active and traditional pedagogies, will be better able to instruct this generation. Formulating an educational approach that is personalized can transform the classroom and potentially formulate a deeper understanding of knowledge and embody the sense of belonging. As the

millennial students continue to transform the classroom environment, educators must find integrals ways to enhance knowledge acquisition.

Chapter five contained the findings of the study, which gave a reflection of 13 millennial nursing students' lived experiences in a traditional nursing classroom. The findings were grouped into five themes: (a) physically present/mentally dislocated (b) unspoken peer pressure (c) passive learning/surface learning (d) wanting more from the professors/disengaging professors and (e) lack of trust. The implications for nursing leaders and educators were summarized.

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Appendix A

Selection of Applicants

Question	Yes	No
1. Are you born within the years of 1982-present?		
2. Are you presently enrolled in a nursing program?		
3. Are you able to speak English?		
4. Would you be willing to talk about your experience in a nursing classroom?		

Appendix B

Introductory Letter

To Whom It May Concern:

My name is Rebecca Toothaker and I am a student at the University of Phoenix working on a Doctoral degree in Nursing. I am doing a research study entitled A Phenomenological Study of Millennial Students and Traditional Pedagogies. The purpose of the research study is to identify the perception of millennial students participating in traditional pedagogies and its' significant implications for nursing education. Knowing preferred methods of pedagogical practices desired of millennials will define not what to teach but how to teach to get the message to the student.

Your participation will involve a face to face interview which will be audio. The interview will last approximately 60 minutes. The projected sample size is 10 to 15 students age 18 to 24 enrolled in a nursing program. You can decide to be a part of this study or not. Once you start, you can withdraw from the study at any time without any penalty or loss of benefits. The results of the research study may be published but your identity will remain confidential and your name will not be made known to any outside party.

In this research, there are no foreseeable risks to you. Although there may be no direct benefit to you, a possible benefit from your being part of this study is to develop strategies that meet the needs of students.

If you would like to participate in this research study, please call me at (XXX) XXX-XXXX or xxxxxx@comcast.net. For questions about your rights as a study participant, or any concerns or complaints, please contact the University of Phoenix Institutional Review Board via email at IRB@phoenix.edu.

Rebecca D. Toothaker
Doctoral Student University of Phoenix

Appendix C

Demographic Data

1. Participant Pseudonym: _____
2. Date of Interview: _____
3. Gender: Female Male
4. Year of Birth: _____
5. Ethnicity and Race: (Select one)
 Caucasian Black American Indian Alaskan Native Hispanic Asian
 Other
6. Current Education Level: _____
7. Employment: Full Time Part-time None Other
8. This is my _____ year at my current school
 1st 2nd 3rd 4th 5th

Appendix D



INFORMED CONSENT: PARTICIPANTS 18 YEARS OF AGE AND OLDER

Dear Student,

My name is Rebecca Toothaker and I am a student at the University of Phoenix working on a Doctoral degree in Nursing. I am doing a research study entitled A Phenomenological Study of Millennial Students and Traditional Pedagogies. The purpose of the research study is to identify the perception of millennial students participating in traditional pedagogies and its' significant implications for nursing education. Knowing preferred methods of pedagogical practices desired of millennials will define not what to teach but how to teach to get the message to the student.

Your participation will involve a face to face interview which will be audio. The interview will last approximately 60 minutes. The projected sample size is 10 to 15 students age 18 to 24 enrolled in a nursing program. You can decide to be a part of this study or not. Once you start, you can withdraw from the study at any time without any penalty or loss of benefits. The results of the research study may be published but your identity will remain confidential and your name will not be made known to any outside party.

In this research, there are no foreseeable risks to you.

Although there may be no direct benefit to you, a possible benefit from your being part of this study is to develop strategies that meet the needs of students.

If you have any questions about the research study, please call me at (570) xxx-xxxx or xxxxxxxx@comcast.net. For questions about your rights as a study participant, or any concerns or complaints, please contact the University of Phoenix Institutional Review Board via email at IRB@phoenix.edu.

As a participant in this study, you should understand the following:

1. You may decide not to be part of this study or you may want to withdraw from the study at any time. If you want to withdraw, you can do so without any problems.
2. Your identity will be kept confidential.
3. Rebecca Toothaker, the researcher, has fully explained the nature of the research study and has answered all of your questions and concerns.

4. Interviews will be done and they will be recorded. You must give permission for the researcher, Rebecca Toothaker, to record the interviews. You understand that the information from the recorded interviews will be transcribed. The researcher will develop a way to code the data to assure that your name is protected.
5. Data will be kept in a secure and locked area. The data will be kept for three years, and then destroyed.
6. The results of this study may be published.

“By signing this form, you agree that you understand the nature of the study, the possible risks to you as a participant, and how your identity will be kept confidential. When you sign this form, this means that you are 18 years old or older and that you give your permission to volunteer as a participant in the study that is described here.”

I accept the above terms. I do not accept the above terms.
(CHECK ONE)

Signature of the interviewee _____ Date _____

Signature of the researcher _____ Date _____

Appendix E

Interview Questions

- 1.) What is the lived experience of the millennial nursing students in educational programs that use traditional nursing pedagogies?
- 2.) Define for me a traditional nursing classroom.
- 3.) How do you adjust your learning style to associate with traditional nursing classrooms?
- 4.) How does your age impact your experience in traditional nursing classrooms?
- 5.) What learning methods ensure your success in the nursing program?
- 6.) What value as a millennial student do you bring to the traditional nursing classroom?
- 7.) What are your feelings about nursing education that is delivered by lecture method?