



How to Teach Generation Z Students: Reflections from Medical Educators

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Generation Z (Gen Z) or iGen describes individuals born between 1995 and 2012. They are the first generation raised entirely in the digital world. They have always had the technology, the Internet, and social media. As medical educators, our experience with Gen Z students in classrooms and clinics has shown that they are highly motivated, open-minded, thoughtful, compassionate, responsible, and purposeful. This generation does not want to absorb information passively and wishes to understand the reason and mechanism behind everything. They may pay less attention in formal classes but like using technology to improve learning (1).

Medical educators increasingly wonder about this generation of learners with different priorities and values. Medical interns and residents demonstrate frustration with faculty expectations about work responsibilities and communication with patients and other medical team members. A significant component of these issues may be generational differences between educators and students. Every medical educator faces challenges related to the differences in age and generation between their students and the differences in social, environmental, and technological effects (2).

As medical educators, we should find creative ways to address the abovementioned issues. Curriculum should include lessons that support

critical thinking skills by teaching students how to determine what is valuable. The other strategy is to incorporate technology into teaching and learning. Podcasts, websites, simulations, interactive tutorials, and Internet-based educational games are some of the technologies that can attract Generation Z. Social media can be used to communicate and share knowledge (1).

At the same time, we cannot ignore the emotional landscape of Gen Z students. Many students today arrive with significant stress and anxiety. Having a perfect student support system in this generation is essential. Medical educators must know about the medical school's support systems and services to sign students up for appropriate academic support. Regular contact with professional support staff is vital to ensure this generation of students can progress with the support provided with study skills, personal problems, financial concerns, mentoring, family challenges, career advice, and so on.

Some articles recommend the idea of brave space for these students. In contrast to safe spaces, which emphasize comfort, brave spaces encourage challenging conversations. In clinical education, students must investigate and even struggle with whether the topic is patient bias, ethical issues, or professionalism. Brave spaces should be facilitated by expert clinical educators who supervise students to ensure that there is no fatigue and burnout. In this environment,

students will grow and obtain confidence (3).

This generation prefers working alone, so teaching them to cooperate and work in a team is necessary. Activities like team-based learning, team projects, and interprofessional learning have helped bridge this gap.

We do not believe that adapting to Generation Z means lowering standards of teaching and learning. On the contrary, it means moving to a higher level using teaching and learning methods. Trying to teach well, being a good role model, and working with digital teaching aids will help medical educators improve their abilities.

Generation Z is not waiting to make a difference; they are already driving change. We have to guide them wisely, challenge them respectfully, and learn from them as much as we expect them to learn from us.

Authors' Contribution

All authors contributed to the discussion, read and approved the manuscript, and agreed to be accountable for all aspects of the work in ensuring that questions related to the accuracy or

integrity of any part of the work are appropriately investigated and resolved.

Conflict of interest

The authors declare that they have no conflicts of interest.

Declaration on the use of AI

The authors of this manuscript declare that no artificial intelligence (AI) was used during the writing process.

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