

CHALLENGES AT THE EDUCATIONAL LEVEL IN THE TEACHING AND TRAINING OF GENERATION “Z”

George BUCĂȚA

“Nicolae Bălcescu” Land Forces Academy, Sibiu, Romania
george.bucata@yahoo.ro

ABSTRACT

This article aims to show how Generation Z, referred to as 'digital natives', see technology as inextricably linked to their existence, having grown up in the midst of the technological revolution. The article also highlights that this generation values self-directed learning, creativity and adaptability, utilising online resources, social media and visual language as natural forms of expression. Their proactive attitude also extends to entrepreneurship and embodies a do-it-yourself ethos, making them unique individuals who are constantly striving to improve themselves and acquire new skills. The study also seeks to highlight that most educators, especially those with some experience in the teaching profession, seek to adapt and update their teaching strategies because they are aware that technology can be used as a tool to increase learner engagement and improve learning outcomes.

KEYWORDS: education online, self education, teaching strategies, generation Z

JEL Classification: M10, I20, I23

1. Introduction

The term “digital native” was coined in 2001 by Marc Prensky, an educational consultant. He argued that children labeled as digital natives have very different learning requirements than children labeled as digital immigrants and that digital natives “*think and process information in a fundamentally different way*” (Selwyn, 2009).

Prensky’s claims were understandably controversial and sparked an ongoing debate about whether growing up with digital interfaces changes a person’s ability to function and process information. Other researchers and commentators (such as Dr. Gary Small) have claimed that the brains of digital natives are actually wired

differently due to the new types of stimuli generated by digital interfaces. These claims are sometimes criticized for stoking moral panics and fears that the new generations are irreparably damaged or fundamentally different.

The generational cohorts from 1900 to the present day have witnessed significant historical and cultural changes, and they can be roughly categorized into several generations. It's important to note that generational boundaries are not fixed and can vary slightly depending on the source and context. Here are some of the key generations that have emerged during this time frame, as seen in table no.1:

Table no.1*Types of key generations*

Generation	Birth Years	Ages as of 2016
Generation Z	2000s to today	0-16
Millennials-Y	1980-2000s	16-36
Generation X	1960s-1980s	36-56
Baby Boomers	1946-1964	52-70
Silent Generation	1928-1945	71-88
Greatest Generation	Before 1928	87+

In this article, the research focuses on the needs of Generation Z – people born after 2000. We have chosen this time period because we are particularly interested in the challenges society faces in educating and preparing people for whom communication and information technology no longer holds many secrets. Even though several myths emerged at a certain point in time that Generation Y were the first to be labeled “digital natives”, these myths have been debunked over time by several studies and research.

Generation Z is very present in the virtual world, on smartphones and on the internet. They are the professionals of the future, so teachers who want to capture their interest must be able to work with them. The preferred tool of this generation is digital solutions, and technology permeates every aspect of their existence.

Teachers must try to give Generation Z more flexibility in their actions and use a more digital language when communicating with them in order to build a productive relationship. Encouraging creativity and adaptability in their education is also important. Belonging to a certain generation is one of the biographical characteristics that, from a spatio-temporal perspective, is not only related to age but also to social context. For example, Generation Z is a group of young people who were born at the height of the technological revolution and are considered digital natives, as they cannot imagine life without the internet, social media, YouTube and other resources available online. They have a close relationship with technology as

they have been using gadgets since birth. Digital natives see the value of technology in both their personal and professional lives and have advanced knowledge of computer programmes, digital tools and Instagram. Visual language is a very natural means of expression and communication for Generation Z. Autodidactic learning, the expression of a proactive attitude expressed in the initiative for entrepreneurship, is a fundamental characteristic that is peculiar to them and defines them as individuals with a mission to pursue. Generation Z youth are self-taught, constantly acquiring new skills through blogs, YouTube videos, online courses and DIY projects that showcase their creativity.

For flexibility and creativity, Gen Z requires a toolkit. According to projections, when people get older, they won't work in the same field for three, five, or ten years at a time. Gen Zers are self-taught and self-educating in the early phases of a knowledge revolution. They understand how to educate themselves online. Both they and the instructional creators themselves search for tutorials. Universities are changing more and more these days, and many of them are setting up e-learning courses. Initially, many of them were cautious about internet-based learning. Given the availability of online learning resources, Gen Z may be the generation to create personalised e-learning courses and complete their education online. I attended college from 1991 to 1999 and haven't been able to enroll in graduate courses since, but digitization has allowed me to do so. Members of Generation Z will be able to

see everything at once as soon as they enroll in college. They can simply carry on with their independent study, selecting from any university or institute in the world, not just one that is close to home (Davis, 2020).

2. Methodology

In order to achieve the objectives proposed in the article, several research methods, both quantitative (opinion survey) and qualitative (focus group, document analysis and observations), were used in the application part.

I also aimed to examine the causes, effects and context of these educational challenges in order to understand how members of Generation Z adapt to technology, interact with online educational resources or respond to changes in the learning environment.

By analysing these key issues, I have been able to better understand the challenges of Generation Z and the impact on the education system.

I believe that examining the specific causes, effects and context of educational challenges for Generation Z requires first identifying the factors that contribute to these challenges. This may include examining issues such as the introduction of technology, changes in curricula, changes in teaching methods, or changes in societal expectations.

Also, by examining these dimensions, I was able to gain a comprehensive picture of the educational challenges facing Generation Z and, of course, make recommendations and solutions that are contextually relevant and effective.

3. Challenges for Z Generation in Today's Educational System

Given the longevity of social media, Gen Z needs to become experts in personal branding. In order for personal branding to be persuasive, a few key things must be emphasised. We need to value who we are, be true to who we are, and communicate

who we really are. We must be aware of our strengths and how to use them to add value. Instructors then give lessons that help students form a strong sense of who they are and how to express it in a positive way. In order to let students practise creating argumentative texts, persuasive texts, consistent texts, summaries, major ideas, and writing with salt and pepper, teachers must also provide the necessary circumstances. Since deceit is obvious, authenticity is the important word. Understanding oneself, one's own learning potential, methods that have been effectively employed in the past, and one's interest and familiarity with the subject matter being studied are the most effective ways to learn. What motivates us to learn is referred to as motivation. This has a lot to do with what each of us needs to learn. You must be aware of your starting point and your desired destination in order to effectively identify the reasons for your learning. Individuals with life experience who are self-directed and establish their own learning objectives are known as adult learners. Establishing attainable goals is crucial (Seemiller & Megan, 2017).

Gen Z is actually the first generation to have grown up without technology. For this demographic, Google, Instagram, and cellphones are essential components of existence, not simply handy tools. Generation Z anticipates having constant access to knowledge and being linked to the outside world. This also applies to education. Similar to how they use social media, Gen Z students need quick feedback on their assignments. They also yearn for educational autonomy. Learners wish to choose what they study and how they present what they have learned – here are a few techniques that teachers can use to attract generation Z students:

➤ Employ instructional software: There are numerous technological solutions available to you that can simplify your work and maintain Gen Z students' interest.

Apart from comprehensive learning management systems, software can be utilised to generate a variety of content such as interactive presentations and educational games.

- Start a conversation: Long lectures aren't the most effective method for teaching Gen Z students. They are accustomed to multitasking and quickly scanning for the most important content. To keep the students engaged, experiment with different teaching strategies.

- Make the most of your visual aids: Just as in lectures, long text passages might cause learners to become disinterested. The information can be made more remembered by utilising multimedia, charts, and visuals.

- Have online office hours: Students who are accustomed to contacting

individuals right away online will probably find that sending an instant message works better. For parents of smaller children, getting in touch personally is also more effective than scheduling a formal meeting.

- Explain: Gen Z students want only the most pertinent information because they are accustomed to continuously updated newsfeeds. Therefore, make sure to clarify at the outset the significance of each lesson and how it relates to real-world situations.

The relationship between Generation Z students and Generation Z educators is an interesting and evolving dynamic in education. As this generation enters the education sector, both as students and educators, there are a few notable issues to consider – real-world situations (Figure no. 1):

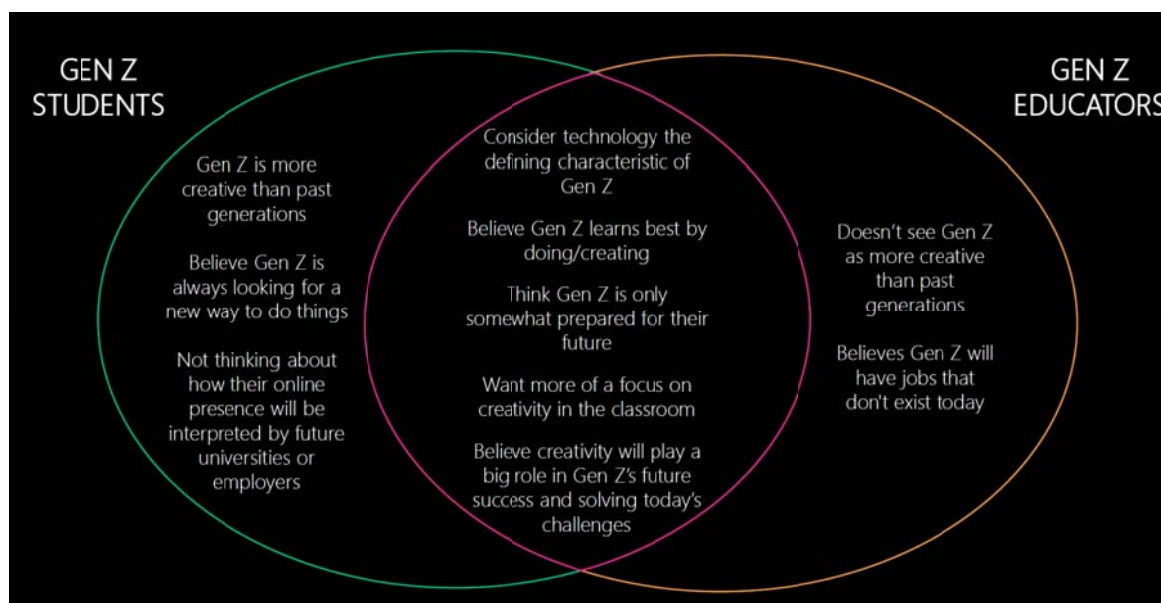


Figure no. 1: *The relationship between Gen Z students and Gen Z educators*
(Source: GEN Z in the Classroom: Creating the Future, ADOBE Education Creativity Study, 2016)

The most varied generation to date is Generation Z. More people than in past generations are seeking college, with nearly half belonging to racial or ethnic minorities. This generation is also mostly of the opinion that variety benefits society and is more inclined to support individuals who speak out against injustice. People who

engage with diverse individuals are better able to anticipate opposing views and understand that attaining a consensus would need work. It is evidently pertinent to educators. However, teachers must go above and above to accommodate a varied student population.

➤ Investigate the students' culture. You can more easily spot prejudices in yourself and appreciate the significance of your cultural heritage if you are aware of the social interests, aspirations, and thought patterns that shape your culture.

➤ Try to comprehend the cultures of others. Look past the obvious and try to comprehend how your learners' variety influences their perceptions of themselves and the outside world.

➤ Consider language carefully. Dialect and language are important components of culture. You may develop more meaningful communication with children by looking closely at word choice.

➤ Make use of a variety of books and resources. Including multicultural literature helps increase students' sense of connection to the subject matter and promote intercultural understanding.

It's critical to comprehend how students interact with technology. Although they are accustomed to using technology, it is incorrect to refer to them as "tech-savvy". You should not assume that just because someone has been around technology since birth, they are tech savvy and know how to

utilise it well. 95 % of Gen Z young people, according to a 2018 research (Pew Research Center), own a smartphone. Since a large portion of classroom instruction takes place on computers rather than mobile devices, our idea of what it means to be "tech-savvy" is inaccurate when it comes to education. The tagline "the Now Generation" was given to Gen Z since they are accustomed to accessing any information at any time. The average attention span of Gen Z learners is eight seconds, which is one-third shorter than that of Millennials (12 seconds). In an educational setting, they are impatient with slow processes and prefer to learn more quickly (Krishna, 2021.)

Gen Z's approach to creativity differs from that of older generations in several ways. They are more digitally oriented, open to a wide range of creative mediums, socially conscious, collaborative, and entrepreneurial. However, it's essential to recognize that each generation brings unique perspectives and strengths to the creative landscape, and intergenerational collaboration and learning can enrich the creative world even further (Figure no.2).

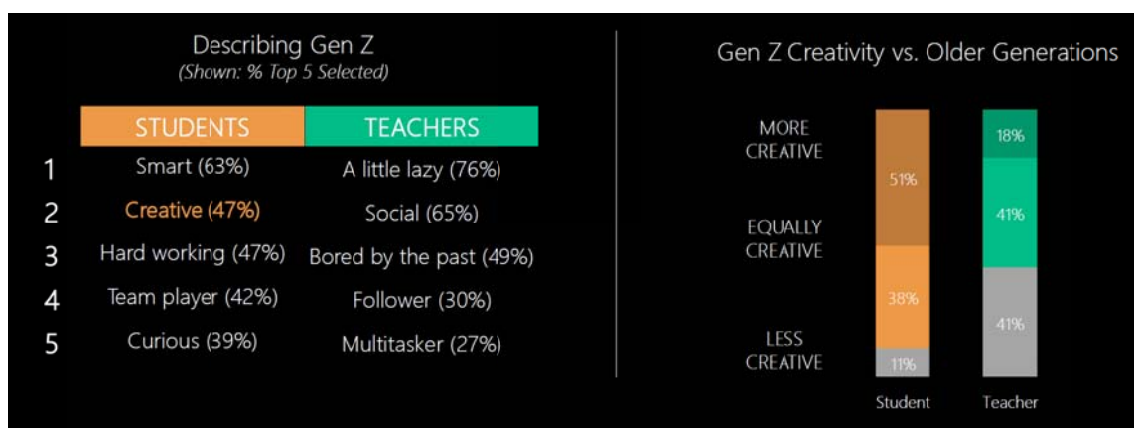


Figure no. 2: *Describing Gen Z. Creativity versus Older Generations*
(Source: GEN Z in the Classroom: Creating the Future, ADOBE Education Creativity Study, 2016)

According to an Adobe Education Creativity Study (2016) on Generation Z, both teachers and students think that this generation learns best by doing and

producing, and that they thrive on practical experiences. Generation Z teachers believe that experiential learning is the best way to prepare children for the workforce, but the

curriculum has not kept pace with their beliefs. As an illustration, 78 % of Gen Z students who were asked which teaching strategies were most effective mentioned doing/creating, but only 16 % of them stated this strategy is often used in the classroom. Rather, reading, writing, and listening – which both teachers and students said were the least successful teaching strategies – remained the most widely used teaching strategies.

The majority of educators are aware that technology may be used as a tool to increase student engagement and enhance learning outcomes rather than as a barrier. Universities will lag behind if they don't integrate technology and hands-on learning into their curriculum. You will find it difficult to achieve your goals for student learning, retention, and enrollment if your students aren't engaged. Experienced educators find it hard to adapt, but it is certainly worth the effort to update their teaching strategies. They can serve as facilitators, helping students develop skill sets that include creative and adaptive learning experiences through the proper use of accessible digital resources (Bucăța,

Popescu & Tileagă, 2022). The truth is that all students benefit from interactive learning techniques; they are not limited to Generation Z students.

The effectiveness of teaching methods for Generation Z, born between the mid-1990s and early 2010s, is a topic of great interest and importance. Generation Z has grown up in a digital age with unique characteristics and preferences that can influence how they learn and engage with educational content. The effectiveness of teaching methods for this generation may vary, but some key strategies and considerations can enhance their learning experience.

While these teaching methods may be effective for many Generation Z students, there is no one-size-fits-all approach. Teachers should be open to adapting their methods to meet the individual needs and preferences of their students. In addition, a combination of traditional and innovative teaching methods can provide a well-rounded educational experience for Generation Z students that caters to their unique characteristics and ensures a well-rounded education (Figure no 3).

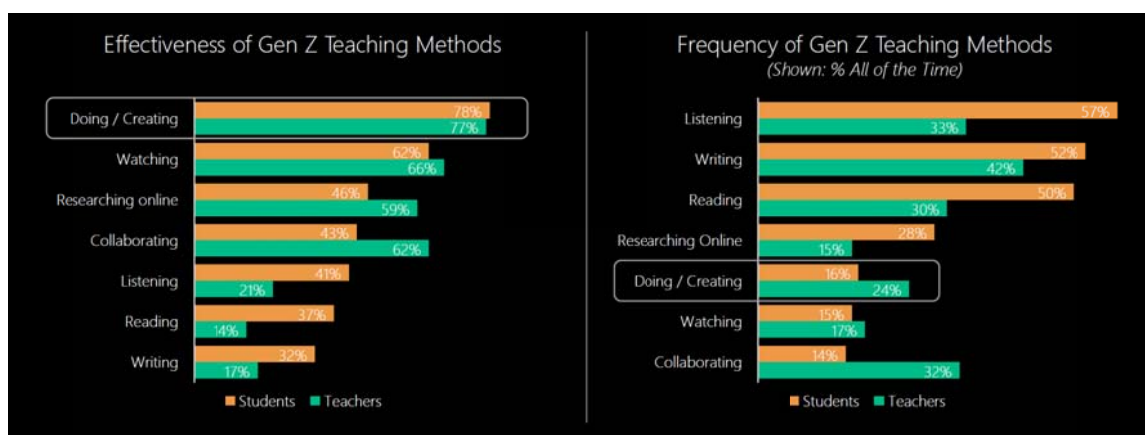


Figure no. 3: *Effectiveness of Gen Z teaching methods*
(Source: GEN Z in the Classroom: Creating the Future,
ADOBE Education Creativity Study, 2016)

As previously indicated Gen Z might not be able to tolerate being without digital resources very well. To engage them, instructional technology can be used in a

variety of ways. These students gain from practical experiences and the freedom to delve deeper into subjects that pique their interest. So, what does Gen Z need?

➤ *Recognize the worth.* Give examples from the actual world and include insight into the significance of their work and its influence.

➤ *Practical experiences.* Their dream classroom combines individual and practical work with dynamic teachers and encouraging classmates.

➤ *A secure setting for trying (and failing).* It's crucial to recognise that failure is a necessary component of learning. To reduce their fear of failing, they might want assistance.

➤ *Meddler-in-the-middle.* This is not the Sage-on-the-Stage style of lecture-based instruction. Education is more about

assisting students in making sense of the deluge of information available to them than it is about instructors imparting knowledge to learners. Teachers can work on assignments with students, showing them that it's acceptable to make mistakes. Striking a balance between imparting knowledge and letting students work on assignments can be a focus.

➤ *Accountability.* Teachers who are open and honest about the teaching process are essential for Gen Z students. This entails acknowledging up front that you don't know everything, but you're still eager to ask questions and look for the appropriate information when you do.

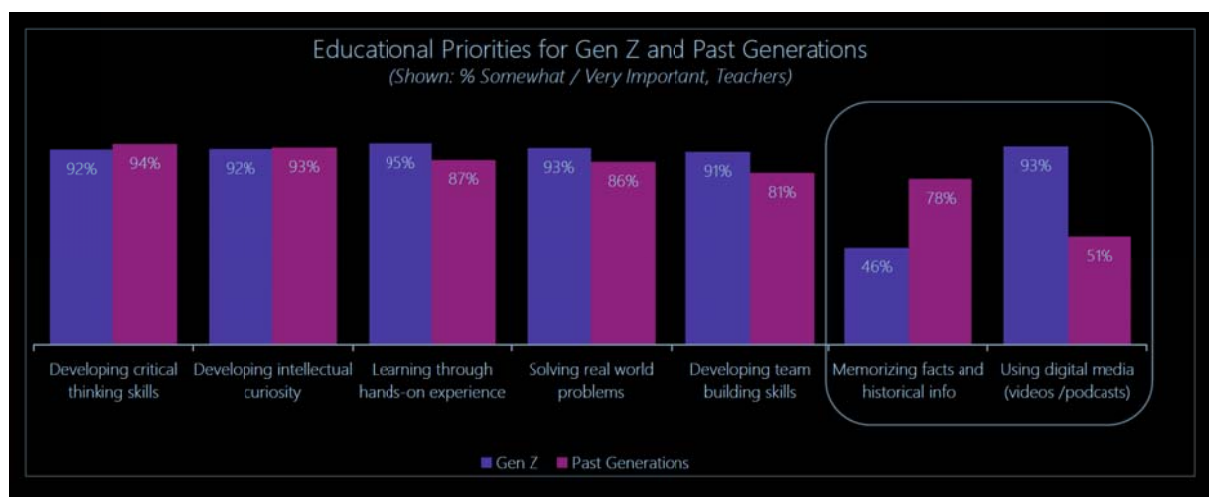


Figure no. 4: *Educational Priorities for Gen Z and Past Generations*
(Source: GEN Z in the Classroom: Creating the Future, ADOBE Education Creativity Study, 2016)

As shown in Figure no. 4, it is important to recognise that these are general trends and that individual educational priorities can vary considerably within each generation. In addition, the evolving educational landscape, social change and technological advances have influenced the educational priorities of each generation. As we move into the future, it is important for educators and institutions to consider the unique needs and preferences of Generation Z while building on the educational priorities of previous generations.

Teachers of Generation Z students need to be ready to adjust to their preferred learning style in the classroom. There is nothing revolutionary here, albeit it might take some getting used to, especially for teachers used to more conventional teaching techniques. Teachers in any setting can easily implement all of these tips. It all comes down to being adaptable, patient, and willing to make concessions (Parker & Igielnik, 2022).

➤ Provide tasks in various formats: in order to steer clear of the previously indicated reference to exaggerated

generalisations, think about offering assignments in several formats. Both Gen Z who work best with traditional paper and pen and those who prefer digital format will be catered to by this. When it seems acceptable, take into account incorporating videos into assignments. Consider giving students the option to submit homework in several forms to go one step further with this. For instance, the student might be required to show hospitality to a demanding guest as part of an assignment. Instead of asking students to submit written responses, you could let them work in pairs to record some role playing, which they could then turn in.

➤ Permit personal technology use in the classroom: it seems strange, but do you recall when educators required learners to place their phones in a basket at the entrance of the classroom? However, permitting personal electronics in the classroom gives young adult Gen Z their “blankets” for safety while attending school. What’s next for Blackberries is cell phones. It’s probable that your students utilise mobile productivity apps on their phones to enhance their learning, record your lectures, or take pictures of the white board.

➤ Customise the instructions: Gen Z anticipates personalised content, as mentioned. It doesn’t imply you should send them an email every day using their name. It entails providing some individualised instruction to each learner. While creating these lessons will require more work on the part of the teacher, they can be readily modified for students with comparable needs in upcoming semesters or years. Furthermore, the reward will be enormous when you witness how your students react to the one-on-one attention they receive in your classroom (Pappas, 2023).

➤ Offer to talk or to help: a few of your learners will require additional assistance outside of the classroom. Offer assistance via Skype or chat rather than through regular “office hours”. Gen Z will

appreciate that they can easily contact you from home using an app for video chat or an online chat window. Although you can still establish limits with “off-hours” restrictions, Gen Z will be more inclined to engage with the world if you are available in a format they enjoy.

4. Educational Challenges in Relation to the Evolution of Generation Z, Technology and Other Factors

Generation Z prefers clear instructions. Whether it's the number of words in a report or the precise deadline for submitting an assignment, this generation of students wants to grasp everything and understand it clearly. Generation Z dislikes the blur, and they dislike it when we tell them “as you wish”. What we give as a chance to be creative or original is frequently perceived as an additional test. They are terrified of doing anything incorrectly or wasting their time doing something that is not requested. As a result, I take the time to explain each examination or graded task and provide explicit explanations about the grading. Generation Z is uninterested in learning for the sake of learning. To persuade learners to learn, explain how what they learn in class will help them in the future. It might be language aspects to help them succeed in their next job interview, new talents for a certain career, or more concrete information for their personal life. Whenever possible, I explain why I want them to learn and comprehend a theory, or how this activity will enable them to acquire useful tools for their future lives (Matousek, 2020).

We all know that nothing can captivate an audience like a good story. Marketers have recognised the value of storytelling. As a teacher, I do the same. I tell my own stories and other people’s stories, and I encourage my students to do the same. First of all, it sets the course apart and encourages the sharing of knowledge and experiences, which is as important

(if not more important) than any theory. Of course, you must be willing to expose yourself and bear witness to your own mistakes. Vulnerability does not make a teacher less effective; rather, it makes me more real and authentic, two concepts that Generation Z values highly.

Exams and research papers are two ways educators evaluate students. This form of assessment only shows us what students have memorised for a particular exam or what they know about a particular topic. Our children and grandchildren need more. They need practical knowledge that is relevant to their work. Generation Z is digital, and as professors, we have access to that. So let us practise using different devices, programmes and applications that can be integrated into our lectures. We need to develop activities that are both relevant to the course and meaningful to our students.

The best practises for educating all students are also the best practises for teaching. The evidence-based practises that are touted as “better” for teaching Generation Z (and Millennials before them) are the best practises for teaching all learners, not just the current generation. Yes, there are significant differences in how members of Generation Z have grown up, especially in their use of technology, but many of the issues that arise in educating today's generation are variations on challenges that have always existed in the classroom. While today's students may look up a topic on the Internet and regurgitate the first source they find on a topic, previous generations may have sought out the nearest encyclopaedia or book and regurgitated the information from that source in an assignment. In all cases, the difficulty is the same: how to teach students how to do university-level research (Rideout, 2020).

There are new obstacles in teaching, but they are not the fault of the youngest generation, but the result of ever-evolving technology and a changing educational

landscape. Furthermore, generalisations about individuals of a particular generation are useless because they criticise an entire group based on their age range. Within each generation, there remains a wide range of opinions and experiences, and lumping them all together to draw conclusions about the values of an entire generation, for example, is neither useful nor realistic and can lead to a misrepresentation of certain demographic groups (Schwieger & Ladwig, 2018).

Generation Z's attitude toward and approach to learning may be influenced by the ubiquity of technology and the ease with which they can find material online. For members of this age group, research is less about acquiring new knowledge and more about finding a quick answer to complete a task. Students may mistakenly believe that technology has made them smarter, not realising that technology, not students, know the answers. Therefore, when we teach this generation, we must help them understand the difference between gathering information and learning. To read and write well today, members of Generation Z may need educational help and tactics that were not necessary when members of previous generations got their information primarily from encyclopaedias, library books, and from teachers. Because of the abundance of information available online, our children must learn to navigate the wealth of information available to them, obtain quality and accurate information, recognise misinformation, and even “unlearn” misinformation with our help.

Because of technology, Generation Z also struggles with attention span issues and the inability to focus. Increased internet access via Wi-Fi and smartphones has led to a halving of the average attention span, and Generation Z students tend to “multitask”. They can “*endlessly search the internet for information while simultaneously posting messages on their social media pages, watching a video, and*

trying to write a term paper". This means that educators must continue to support students by encouraging them to be more focused, less distracted, and to help them develop healthy study and work habits that do not involve "multitasking". Generation Z students may consider themselves technologically sophisticated, but their assessment of their ability to use technology for educational purposes may be incorrect. We should not assume that because they have been exposed to technology from birth, they will be able to use it competently, successfully, and appropriately in our university courses.

It is seldom news that education is undergoing structural changes. Some of these changes are the result of globalisation, but the main "culprit" is technology, which has had a disruptive impact on all parts of our life. The first generation of digital natives, Generation Z learners (or zoomers), relate to technology differently than earlier batches. If technology is a tool for Millennials, zoomers naturally incorporate it into their daily life. It is more than a means to an end; it is an integral part of them. This association with technology has influenced their views on education and learning. The old teacher-centered model's entire framework has crumbled, yet some educators continue to cling to it.

5. Conclusions

Students in a traditional classroom do not use digital devices for instruction. They interact in class and share their opinions by raising their hands. However, many students are shy and avoid expressing their ideas. Research has shown that Generation Z is more likely to express their opinions and ideas on digital platforms than verbally. When students have access to digital devices, they can participate more actively in class discussions. Every student can offer his or her point of view by using apps placed on these devices. The teacher will also become acquainted with and

understand everyone's viewpoint. This is an excellent technique to increase learners' self-esteem. Gen Z prefers to feel powerful and a part of the process. Technology is an important prerequisite in today's schools since they cater to a generation who cannot imagine living without it. Traditional classrooms will be unable to interest learners in an age where children conveniently use gadgets and applications for engaging and seeking for information.

Students in the digital age need digital stimulation to learn and remember information. Teachers and learners need to work together to understand each other and make adjustments in the learning environment. Learners in higher education need to develop both intellectually and personally to become useful citizens. Assessing learner characteristics, focusing on the environment in which Generation Z learns, and interacting with today's students rather than just responding to them all contribute to a more learner-centred environment. Teaching Generation Z learners necessitates a student-centered approach as the only method to build skills, abilities, and knowledge, foster self-expression, and keep students motivated throughout their studies. Finding appropriate teaching methodologies and producing materials and projects that make multimodal personalised use of technology necessitates educators staying at least one step ahead of the curve and constantly learning how to adapt in the didactical process. Most higher education educators are not trained in didactics or in the use of technology in the classroom. They require ongoing assistance and structured instruction. Faculties, universities, and the Ministry of Education should evaluate this requirement and give possibilities for further education in teaching methods and technology use. Rather than isolating themselves through technology, as some stereotypes suggest, Generation Z sees virtual experiences as a method to connect

with people near and distant. They are more connected and social than earlier generations. Blended educational approaches, which blend online discussions with in-person cooperation, capitalise on Gen Z's social nature and have proven to be excellent models for engaging them in learning. Furthermore, Generation Z does not see a clear divide between the offline and online worlds. According to several studies and educational research findings, they place a great emphasis on face-to-face interaction and group learning, both online and offline. Face-to-face interaction and

group learning are indeed important components of the learning experience, both in traditional classroom settings and in the context of online education. While online learning and digital resources have expanded educational opportunities and made learning more accessible, the human element of education, including face-to-face interaction and group learning, remains crucial for a well-rounded and effective learning experience. Balancing these elements can create a more engaging and successful educational environment.

REFERENCES

- Bucăța, G., Popescu, F., & Tileagă, C. (2022). Digital Transformation of Higher Education System, *International conference KNOWLEDGE-BASED ORGANIZATION*, Vol. 28, Issue 1, 158-168. Available at: <https://intapi.sciendo.com/pdf/10.2478/kbo-2022-0025>.
- Davis, D.-M. (2020, June 10). The action generation: How gen Z really feels about race, equality, and its role in the historic George Floyd protests, based on a survey of 39,000 Young Americans. *Business Insider*. Available at: <https://www.businessinsider.com/how-gen-z-feels-about-george-floyd-protests-2020-6?r=US&IR=T>.
- Krishna, S. (2021). Artificial Intelligence: How To Blend It Into Custom eLearning Development. *eLearning Industry*. Available at: <https://elearningindustry.com/artificial-intelligence-how-to-blend-it-into-custom-elearning-development>.
- Matousek, M. (2020). Elon Musk says you still don't need a college degree to work at Tesla. Here's what he looks for in job applicants instead. *Business Insider*. Available at: <https://www.businessinsider.com/elon-musk-no-college-degree-needed-to-work-at-tesla-2019-12>.
- Miranda, C. (2020). *Generation Z: Re-thinking Teaching and Learning Strategies*. Available at: <https://www.facultyfocus.com/articles/teaching-and-learning/generation-z-re-thinking-teaching-and-learning-strategies>.
- Pappas, C. (2023). *Personalized Learning For Gen Z: Transforming Training For The Next Generation Of Employees*. Available at: <https://elearningindustry.com/personalized-learning-for-gen-z-transforming-training-for-the-next-generation-of-employees>.
- Parker, K., & Igielnik, R. (2022, March 4). What we know about gen Z so far. *Pew Research Center's Social & Demographic Trends Project*. Available at: <https://www.pewresearch.org/social-trends/2020/05/14/on-the-cusp-of-adulthood-and-facing-an-uncertain-future-what-we-know-about-gen-z-so-far-2>.
- Rideout, V. (2020). *The Common Sense census: Media use by kids zero to eight* [PDF document]. Available at: <https://www.common sense media.org/research/the-common-sense-census-media-use-by-kids-age-zero-to-eight-2020>.
- Selwyn, N. (2009). The digital native – myth and reality. *Aslib Proceedings*, Vol. 61, No. 4, 364-379. Available at: <https://doi.org/10.1108/00012530910973776>.

Schwieger, D., & Ladwig, C. (2018). Reaching and Retaining the Next Generation: Adapting to the Expectations of Gen Z in the Classroom. *Information Systems Education Journal*, Vol. 16, Issue 3, 46-54. Available at: <https://files.eric.ed.gov/fulltext/EJ1179303.pdf>.

Seemiller, C., & Megan, G. (2017). Generation Z: Educating and Engaging the Next Generation of Students, *Sage Journal*, Vol. 22, Issue 3, 21-26. Available at: <https://doi.org/10.1002/abc.21293>.

Gen Z 100. (2021, May 11). *The Harris Poll Report*. Available at: <https://theharrispoll.com/the-harris-z-tracker/>, accessed on October 15, 2023.

GEN Z in the Classroom: Creating the Future. (2016). *ADOBE Education Creativity Study*. Available at: <http://www.adobeeducate.com/genz/global-education-genz>.

<https://www.pearsonaccelerated.com/blog/gen-z-more-likely-to-go-to-college.html>, accessed on October 10, 2023.

<https://express.adobe.com/page/Q8Gve4VLDuRL0/>, accessed on October 15, 2023.

<https://www.pewresearch.org/internet/2018/05/31/teens-social-media-technology-2018/>, accessed on October 1, 2023.