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Psychological Definitions.; Causes and Influences of Ego Entitlement.; Ego Engagement as Opened Allowing; State of Being.; Process.; Do Professors Have Ownership in Perpetuating Ego Entitlement? Guidelines for Leveraging Student Ego in the Classroom Promote Students as the Source of Ego-Engaged Learning.; Broaden Habits of Mind Beyond Comfort Zones.; Focus on the Spiritual.; Conclusion; 3: What Students Say about Their Own Sense of Entitlement; Focus Group Participants and Format; Customer Service and Consumer Mentality; Classroom Environment, Rules, and Courtesy; The Role of the Student; The Role of the Professor; Implications for the Classroom; 4: The Syllabus: A Place to Engage Students' Egos; Tone and Style; Plain and Direct Language.; Friendliness.; Humility.; Conceptual Unity Syllabus Introduction. Course Objectives.; Grading.; Creating Early-Semester Engagement with the Syllabus; Conclusion; 5: Facilitating Class Sessions for Ego-Piercing Engagement; Require and Grade Participation; Learn and Use Students' Names; Invoke the Orienting Reflex; Inject Humor.; Be Provocative.; Correct Common Belief.; Conclusion; 6: Immersion in Political Action: Creating Disciplinary Thinking and Student Commitment; Introduction; Millennial Students, Immersive Activities, and Nursing; The Political Activities Assignment; Assignment Initiation.; Process-Based Planning. Written Documentation and Reflection. Assignment Outcomes.; Implications of Immersion Assignments; 7: Selves, Lives, and Videotape: Leveraging Self-Revelation through Narrative Pedagogy; Digital Stories to Build a Collective Understanding of Culture; Assignment Overview.; Office Meetings and Consultations.; Commenting on Drafts.; Production.; Screening.; Narrative Pedagogy across the Higher Education Curriculum; Conclusion; 8: Activating Ego Engagement through Social Media Integration in the Large Lecture Hall; Ubiquitous Technologies in Perspective; Ubiquitous Media in the College Classroom Media-Driven Lectures.

Sommario/riassunto

This volume addresses theories and practices surrounding the entitled, self-absorbed students called Millennials. Stereotypical Millennials are often addicted to gadgets, demand service more than education, and hold narrow perspectives about themselves and those around them; when seen through this lens, Millennial students can understandably frustrate the most dedicated of professors. The contributors show how new and better educational outcomes can emerge if professors reconsider Millennials. First and foremost, many of these students simply don't fit their stereotype. Beyond that, t
