

# Gen Z and education

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# Generation Z

Rather simplistic and  
stigmatizing labels

- Born between 1995 - 2010

„Facebook generation”

„Internet generation”

„Digital native generation”

# Socio-demographics compared to previous age cohorts

- \*data derived from high and medium income countries
- Highest maternal age
- Smaller size families
- Smallest existing age cohorts

Törőcsik et al (2015). *Int J Business Insights & Transformation*, 9(1), 64-68

## Some psychological features

Z is more diverse than any other generation!



- Practical, solution-focused thinking
- Suberb technical skills
- High level of abstract thinking
- Better attentional skills (and higher frequency of attentional problems)
- Ability of dealing with high amounts of information
- Lower level of reading skills (and the preference of visuals, not texts)
- More frequent experience of loneliness, solitude and alienation
- Eager for fast satisfaction and fast success
- Failure sensitivity and avoidance
- Higher frequency of conflict-solving problems
- Higher frequency of emotion-regulation problems

Dolot, A. (2018). E-mentor, 74(2), 44-50

Singh, A. P., & Dangmei, J. (2016). *South-Asian J Multidisciplinary Studies*, 3(3), 1-5.

# Higher frequency of mental disorders\*

\*the frequency of mental disorders is generally increasing in all age cohorts

- Five-fold increase of mental disorders amongst UK university students between 2007-2018
- Medical universities: SR and MA of 167 cross-sectional studies (n = 116 628) and 16 longitudinal studies (n = 5728) from 43 countries:
- depressive symptoms among medical students was 27.2% and that of suicidal ideation was 11.1%.

???

Gunnell et al BMJ 2018;361:k2608

Rotenstein et al (2016) JAMA, 316(21), 2214-2236.



ambitions



resources



The discrepancy between ambitions and resources

dissatisfaction,  
frustration, anger



More time spent in virtual world than in real  
limited experience with interpersonal  
skills and emotion- regulation

## Social comparison



anxiety, low self-  
esteem, depression

Desire of fast success with high failure sensitivity  
and avoidance



Anticipation of an unpredictable, dystopian future  
anxiety, hopelessness, depression

# Some psychological features

Good combination for becoming outstanding professionals

- Practical, solution-oriented, smart thinking
- Fast, capable of dealing with high amounts of information
- Advanced ICT expertise

- Uncertain
- Anxious
- Doubtful
- Emotional

Empathy

The motivation to help others

Sensitivity for human problems

appropriate support needed



# Education

learning



growth



- Practical, utilitarian, smart thinking
- Fast, capable of dealing with high amounts of information
- Advanced ICT expertise

- Uncertain
- Anxious
- Doubtful
- Emotional

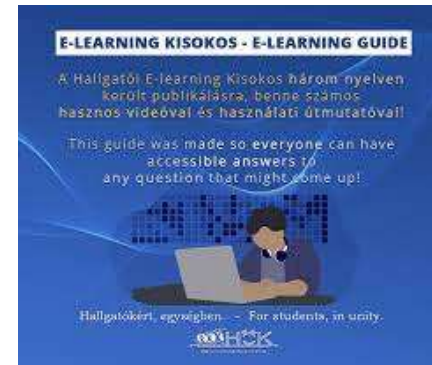
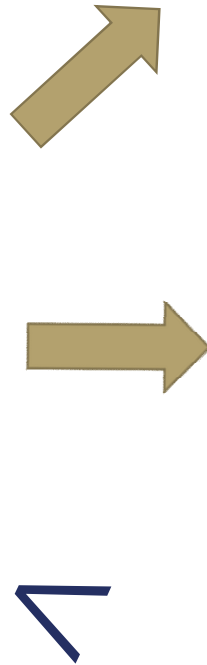
- Teaching
- Knowledge transfer
- Skills training

- **Mentoring**

- Psychological support
- Support of personality development
- Value transfer

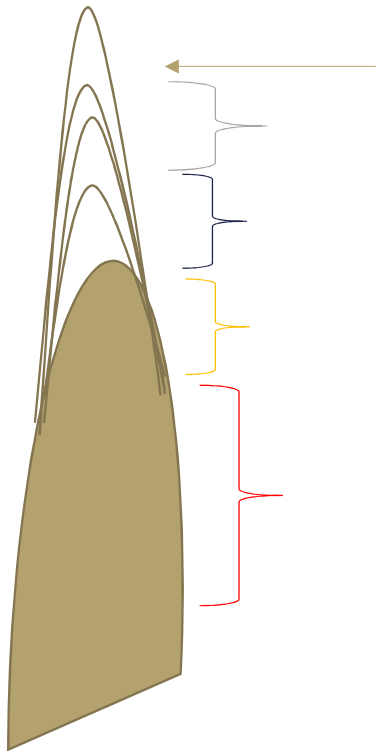
# E-learning and experience-based learning

TEXT  
↓  
VISUAL  
AID



- Interactivity
- Problem-based learning

# Control the dripstone building in curriculum



- Recent, updated knowledge
- Still in practice
- Outdated yet significant
- Outdated
- History



# Coping with difficulties and supporting personal development

# Some psychological features

- Practical, utilitarian, smart thinking
- Fast, capable of dealing with high amounts of information
- Advanced ICT expertise

- Uncertain
- Anxious
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## Empathy

The motivation to help others  
Sensitivity for human problems



# Mentoring – the 4 „How...”s

- „How to do...” – teach practical skills
- „How to deal with...” – show how to handle difficult situation in practice
- „How to cope with...” – demonstrate as personal role model, how to handle work-related stress
- „How to manage...” demonstrate how to do all of these together in his/her personal work



Mentoring is the gold standard in human history

# Comprehensive student support programs at Semmelweis University

- Curricular activities
- Extra-curricular activities

# Upper class peer mentoring and peer support

- Introduction to community life
- Practical help
- Emotional and stress management support
- Awareness and first response of emotional disturbances
- Community building



Continuous training and supervision

# Upper class peer mentoring and peer support

For mentees:

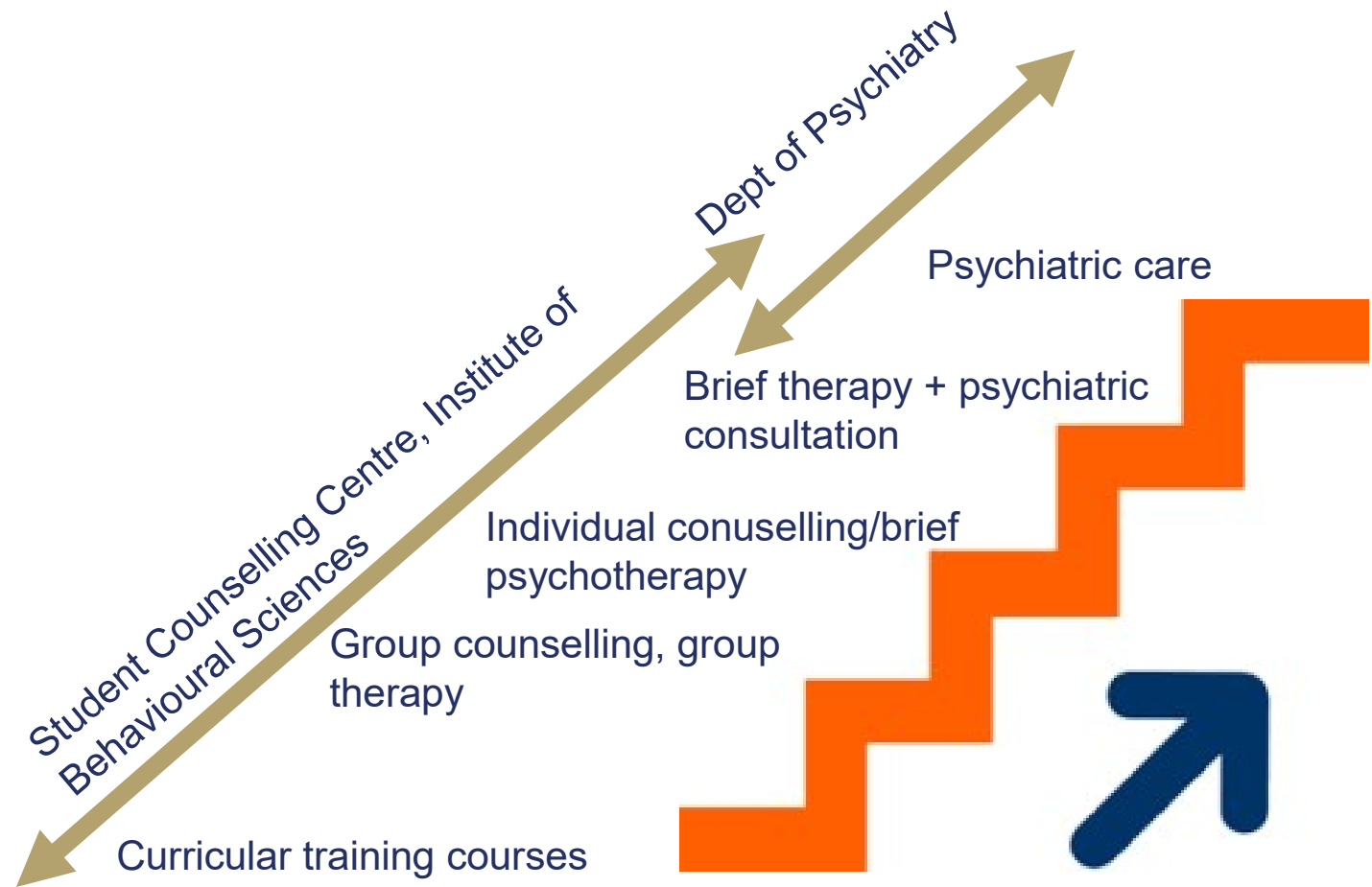
- Receiving help in socialization
- Receiving support
- Learning stress management from mentors
- Learning coping strategies
- Socialisation to become a mentor him/herself



For peer mentors:

- Learning to be a mentor
- Practicing mentoring
- Practicing emotional support to others
- Real life experiences
- Building self-esteem and confidence

- Professional help for students with psychological difficulties
- Stepped care model
- Individual and/or group settings
- Prevention (or early treatment) of mental disorders
- Avoid stigmatization



# Personal skills group training programs for students

- Art of learning
- Stress management, Mindfulness, Williams Life Skills Training
- Conflict management
- Burnout prevention
- Personal development groups
- Development of effective learning skills
- Development of effective stress-management and emotion regulation skills
- Work-related conflict management
- Burnout prevention through lifestyle factors and personal psychological skills
- Development of self-awareness

# Education

learning

- Teaching
- Knowledge transfer
- Skills training

**Mentoring**

- Psychological support
- Support of personality development
- Value transfer

growth

# Education

Obtaining the professional  
knowledge and skills

- More visuals
- Skills training
- Problem-based learning
- Gamification
- Online libraries and publishing houses

## Mentoring

- Peer mentoring and peer support programs
- Personal development group trainings
- Student counselling

Being prepared to endure the  
challenges and difficulties



# Thank you for your attention!

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