Research Article

TOWARDS THE DEVELOPMENT OF THE EDUCATIONAL ETHICAL PRACTICES' MINI BOOK FOR GENERATION Z AND ALPHA

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ABSTRACT

ANINAG, also known as the output in this study is a mini book with 8 by 5 inches as to its size and has pending ISBN approval last March 2022 and to be published this last quarter of the year 2022. The mini book is composed of 75 pages with an initial Tagalog compilation of poems based on the identified approaches reflected on the data gathered in the study. Such major approaches are as follows: one of the best educational approaches on the PHYGITAL MODE is the ME-TIME HOUR (HENYONG ORAS) approach, also the SYMBOLISM approach (SIMBOLISMO); QUESTION APPROACH (PILOSOPONG TANONG); JOKER APPROACH (TAWA TAWA); CRAZY B APPROACH (BALIWAN TO); BUDDY APPROACH (BESTIE KO); PARALLEL APPROACH (DIRETSO LANG); ECLECTIC APPROACH (Para-Paraan Lang) and the likes. The teaching variables and the teaching styles are embedded on each of the lines and stanzas of poem , such that in identifying a single approach, one must be able to analyze the skills of reading between the lines and the reflection of the learning styles. A sequential explanatory design in this study is used to explain and interpret quantitative results by collecting and analyzing follow-up qualitative data. In this study the data revealed complementary results with the quantitative agreement. The YES responses from the main participants revealed the same ethical educational practices needed. The combination of the participants' responses from the quantitative and qualitative reveled that there is an actual need for the mini book. The participants were combination of different professionals coming from varieties of countries. The preliminary interview was actually done with a separate set of participants.

Keywords: Development, Educational Ethical Practices, Mini Book, Generation Z, Generation Alpha

INTRODUCTION

Appropriate teaching strategies and techniques as well as methodologies and tools are used in the teaching field. This makes the teachers very dynamic as the dynamism is applied not on the field of teaching but how to make all the learning appropriate for the students. This makes the teachers stress and pressured. The complexities and the profiles of the generations makes it more stressful for teachers. The UNESCO (2013) highlighted that there is a big difference between the age of the upcoming generation z making a big generation gap along with the baby boomers and some of the generation in between the millennials, generation y, generation x and others as to making the educational set up complicated as to the educational practices among the teachers towards the students' learning. Swanzen (2018) purported that in every generation, the profile of youth changes, and the nature of parenting and community involvement changes as well. Teaching in schools and universities seems slow to change, with little understanding of how big the generation gap between the student and teacher is becoming. How young people learn is inseparably linked to their future opportunities and wellbeing. For this reason, it is critical to consider for each generation who they are, how they process the world around them, how they engage with authority, how this impacts the family and the community, and what should be done to maximize the likelihood of them achieving their goals. One thing is for sure, the development of the support system for the teaching education is a must. The skeleton and the support system for the teachers in the teaching arena must be intensified and concretized with the varieties of approaches in the development of the educational processes.

Swanzen (2018) highlighted the Generation Z in the study of Jonas-Dwyer & Pospisil (2004, p. 194) summarize key trends that influenced such characteristics are "a focus on children and the family; scheduled structured lives; multiculturalism; terrorism; heroism; patriotism; parent advocacy and globalism". Shatto & Erwin (2017 in Swanzen, 2018) add that the Gen Z and Alpha possess characteristics that are unique to growing up in the Digital Age. Information is shared and streamed in real time, with civil uprisings being organized via social media. On the other hand, non-traditional families and exposure to different cultural perspectives makes Gen Z and Alpha more accepting and open-minded of differences, leading to the most diverse generation (Shatto& Erwin, 2016, 2017). Dorsey (in Swanzen 2018) stated that they are so accustomed to diversity, that they don't take note of diversity unless it is absent. The Generation Z is called the Gen 2020, Post-Millennials and iGeneration which may be born from1996–2009, the notable occurrences are Dot com bubble, Digital globalization, Cyber Bullying, Centennials Homeland Generation, New Silent Generation, Declining birth/fertility rates, Movement towards nationalism, Great Recession, physically inactive, online time. The Generation Alpha are also called Gen Tech Digital Natives, which are born from 2010 up to 2025. The notable occurrences are Shifts in global population and new climate of connectivity. These are based on the table presented by Isacosta, n.d.; Matthews, 2008; Shafrir, 2011; Howe, 2014; Stankorb & Oelbaum, 2014; Sterbenz, 2015; Jenkins, 2017; and Zeigenhorn, 2017. Swanzen (2018) also highlighted that the Generation Z consists of the following characteristics: Tech innate: 5 screens Think in 4D, Pragmatic & cautious, Radical transparency; Judiciously share; Active volunteers Blended (race & gender) Togetherness; Online Mature; Communicate with images; Make unique stuff; Future focused; Realists; Want to work for success.

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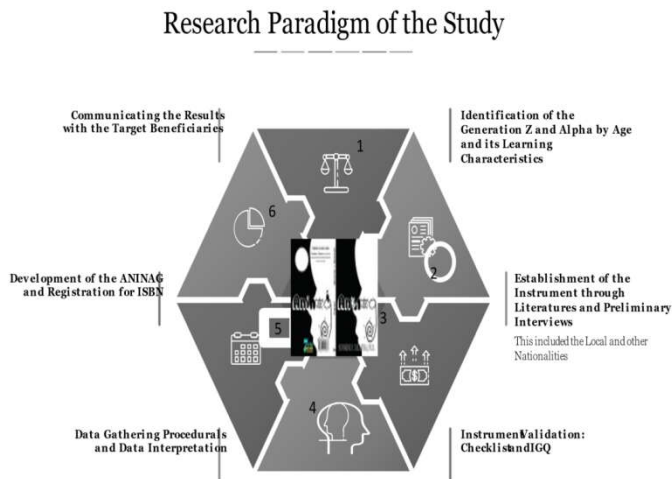## RESEARCH PARADIGM

Research Paradigm of the Study

Figure 3. Research Paradigm of the Study with the Scientific Method

The paradigm proposed in this study the six sides of the hexagon as the study included six major steps which is based on the scientific method. The identification of the problem, such as reflected on the research objectives with the initial documentation of the learning and general characteristics of the generation z and alpha followed by the gathering of the data which is needed in the study. The data gathered and validated came from the literatures specifically from Swanzen and Mc Crindle (2018) and the preliminary interview from the local participants and the international participants. The next step was formulating and testing the hypothesis which is resolved by the validated instrument and the answered IGQ. Analyzing the results included the Data Gathering and Interpreting which highlighted the expected output, the mini book. The least step on the scientific method to complete the cycle is communicating the results to the targeted beneficiaries which are the professors, instructors and the tripod of the society including especially the learners which are the main beneficiaries. The six sides of the paradigm as reflected on the scientific method is an appropriate paradigm for the study to comprehend the process and the variables included. This may seem simple but simplicity makes it more scientific. represent circles which manifest some areas among the teaching educational settings

PROJECT OBJECTIVES

General Objectives:

This study proposed an educational ethical mini book entitled ANINAG anchored from the Generation Z and Generation Alpha, specifically designed for educators. Such that, this study presented the following specific objectives.

1. Identification of the Preferred Learning Features of Generation Z and Generation Alpha
2. Linking the Learning Features of Generation Z and Generation Alpha to the Ethical Educational Practices among Educators
3. Educational Ethical Practices transcribed into a mini book
   This is an excerpt of one of the approaches identified in the ANINAG mini book, as the GENIUS HOUR APPROACH or the HENYONG ORAS:

Genius HOUR (HENYONG ORAS)

Figure 8. Genius Hour Poem (HenyongOras)

This one is the PHYGITAL MODE (FOFO):

PHYGITAL MODE (FOFO)

Figure 9. Phygital Mode (FOFO) Poem

Based on the poem, the three learning themes is identified and reflected, the approach used and preferred by the Generation Z and Alpha, the teaching styles needed by the educator and the delivery of instructions. From the lines and stanza, the researcher would like to make another set of extension program services for the awareness of the preferred learning avenues of the generation z and generation alpha.

METHODOLOGY

Since the data used in the analysis of the study covered the quantitative and qualitative, mixed-method was utilized. Creswell & Clark (2007) discusses mixed methods which employ aspects of both quantitative methods and qualitative procedures. Furthermore, he defined mixed method as: Of the mixed method designs, the sequential explanatory design is used, specifically. It is a mixed method design which is usually used if the study has strong quantitative leanings. It is characterized by the collection and analysis of quantitative data in a first phase of research followed by the collection and analysis of qualitative data in a second phase that builds on the results of the initial quantitative results. Weight typically is given to the quantitative data, and the mixing of the data occurs when the initial quantitative results *informs* the secondary qualitative data collection. Thus, the two forms of data are separated but connected. A sequential explanatory design in this study is used to explain and interpret quantitative results by collecting and analyzing follow-up qualitative data. It was especially useful when unexpected results arise from a quantitative study (Morse, in Creswell & Clark, 2007) which is in this study, the instrument used to validate the research objective number 1 from the literature checking is in the form of a checklist with dichotomous answers of yes and no. This is specifically important since in the development of the study as the

research objectives highlights only validation from the literatures and preliminary interview, the YES or NO is a strong validation response. It may be simple to look at but the YES or NO inclination is what is needed in the study. Additionally, to make the mixed method stronger as to its interpretation, the qualitative data from the interview guided questions through the online set up of 7 to 8 participants was included. The qualitative data collection was used to examine surprising results in more detailed form. In this study the data revealed complementary results with the quantitative agreement. The YES responses from the main participants revealed the same ethical educational practices needed. The combination of the participants' responses from the quantitative and qualitative reveled that there is an actual need for the mini book. The study used the purposive sampling. It is appropriate, as with the definition of purposive sampling: However, as the researcher tried to contact them and asked questions about the Generation Z and Alpha, the real challenge is on getting the same spectrum of answers. The answers included are repetitive and redundant, such that no unique educational approaches are actually seen from the responses. With this, with the challenges on hand, the researcher had to connect and link with international friends through informal questions which is approved by the individual participants personally. The participants international individuals. In terms of the ethical undertaking, all the necessary procedures were done by the researcher, such that a formal letter was addressed to the concerned authorities, upon the approval of the BPSU Ethics Committee and the approval of the BPSU-RDO to administer the instruments to the participants. Sample pictures of the participants with the researcher is attached on the appendices part of this parcel. The participants were oriented on the confidentiality of the information-that whatever end-result will be reflected on the checklist and interview process to be taken for the sake of the inquiry and no personal information will be asked if it is not within the boundary of the current study. To protect their rights to privacy together with the researcher's, the Consent to Interview were given to the respondents prior to their answers on the checklist and before the interview proper. They were asked after the orientation to sign their names on the document, however the other international participants agreed not to sign their names, but it is okay to get their pictures, just cover the eyes, for the confidentiality. No recorded video or audio was accepted and agreed upon by the participants, but the questions were answered through typing of their responses on word file which was approved by the participants. A separate time was made by the researcher for the local participants and separate for the international participants. The study procedurals are presented through a diagram.

RESULTS AND DISCUSSIONS

Identification of the Preferred Learning Features of Generation Z and Generation Alpha It was revealed that all of them agreed that the generation z preferred learning avenues are as reflected above. Additionally, from the interview, it was revealed that from the 10 statements above, the participants revealed that the number 1 on their list is that generation z with theses born from 1996 to 2009 is that statement number 9 "want the opportunity to practice implementing their new knowledge and prove that they understand what they've learned". Additionally the least of what they think the Generation Z are , is the statement number 8 "wants to quickly find answers to problems" since most of their clients, students. Learners are not that so eager in finding solutions since these generation z are mostly offered with knowledge on their fingertips so it is not that easy for them to quickly find answers especially if it involves major decision making. Most of the responses of the participants agreed that these generation z are digital native s and would like to impart most of their knowledge through software's, applications and videos. The

statement number 2 "sees virtual experiences as a way to engage with others near and far" is actually true since the generation z are engaging virtually and enjoying most of their time during the pandemic. The socialization is not that important in terms of face to face as long as they are connected virtually. They rather play with other students or individuals even though they haven't met them live or in person. This is actually true since during the interview with the major participants , some of their family member and even friend s are also online with them as the researcher is interviewing them, and they had answered YES, as a validation to the statement. They actually play different online games while chatting not using messenger but We Chat or WhatsApp. The different platforms like discord also is used by these generation z. they are fully engaged with the virtual connectivity and would like to learn more from this situation. While their educators are teaching them, they love professors whom are good in chatting while discussing. So, the tabs which are opened are actually 5 or more from their gadgets. The rank number 3 "are more connected than previous generations and incredibly social" is actually at first an opposite of the statements on rank 2, but looking at it, it was revealed that these generation z are actually more into online socialization than previous generation who like privacy. Another good thing on the result is the statement number 7 "expects to be able to do most things on their smart phones, from where ever they happen to be", it was revealed based on the interview that they are surprised when people would ask them to write on parcels of physical paper, or when teachers ask them to take down notes using physical notebooks and are amazed on how other people has good handwritings. For them their smart phones or iPhone or gadgets are like organs of their bodies. Based on the table presented for the generation Alpha, it was revealed that they are almost the same with the Generation Z. However as one may look, the main difference is that the Generation Z are more emphatic towards other people, while the Generation Alpha needs more enhancement on that part. This is mainly because according to the interview with the participants they are younger version of Generation Z and are presented in a much younger age, gadgets at home, so they tend to communicate mostly with gadgets on their hand and to socialize through the glass windows. This is actually one of the main challenges for the generation alpha, as the participants revealed that these generation mostly focus on how to get "hype" which means they multitask while learning. A particular sole gadget opened right before their eyes usually has multiple tabs opened and this includes a craving for a good and crisp sounds. They are not easy to talk with on face to face since they are mostly good in online communications. Also, the participants revealed that most of their children, students and family members who belong to this age from 2010 up to present has given them the "chat inside the house" technique. They are sitting beside each other and they are chatting. They usually respond to chat rather than physical call. They are more into emoticons and GIF rather than the physical emotions. They tend to learn more using videos and simulations. Like the Generation Z they also like their educators to respond right away to their chats on the chat panel. They are more transparent and more vocal to what they would like to say to their educators. They as learners are amazed with game plays learning, as indicated with the statement number 5, ranked number 3. The gamification technique is indeed their strategy. They think that games are fun and strategies in their real life is affected by what they do. This is their world. The Minecraft, COD, Roblox, ML, Fortnite, Apex Legends are some of the most commonly played online games among the Generation Alpha, based also on annex interviews with the participants. These games included major decision making, strategies, and online socialization which affects most of their learning styles. The Generation Alpha expects their educators to accept the idea that GAMIFICATION is part of learning, and internet connectivity is essential to them. It is not just how they are learning but how this

learning affects their intuitive thinking through the games. Like the Generation Z , with the statement number 10, ranked 8, they are very much eager for hands-on technological driven learning. They like the idea of challenges, and insert their own work as to the main output of the lesson. They are more into self-driven tasks and expect that they handle time.

Linking the Learning Features of Generation Z and Generation Alpha to the Ethical Educational Practices among Educators

The Generation Z and Alpha are seen by the participants as digital natives, which is true with Swanzen and McCRindle discussions of their characteristics. They are learners whom are bounded with Internet Connectivity. They ask mostly for Wi-Fi passwords rather than asking people, where is the restroom. The gadgets are annex to their bodies. They like to rule their own world through owning their time and when to pass their outputs. Strong Internet Connection is like giving them palatable foods. Dealing with their everyday lesson and giving them interactive ones are effective for them. Likewise, they love to hang out with online buddies even though they are not meeting them in person, they love to attach themselves to the online people who they meet and are easily attracted to educators and learners who has the same online spectrum, meaning same games played, same apps used for chatting, same video editing tool, and the likes. They love educators whom are very eager to learn with them and giving them freedom as to how they may answer their tasks given to them. They prioritize their assignments and tasks based on how they see its importance as to their personal preferences such as major decision making or if it will affect their financial independence and their capabilities to enhance their strategies especially on games that they play. With this, it was revealed that educators must consider PARALLELISM or PARALLEL APPROACH, GENIUS HOUR, GAMIFICATION and BUDDY APPROACH, since it is more ethical or appropriate for the learners if they are more involved in the scenario. These approaches are explained more on the mini book entitle ANINAG. The responses of the participants are included below.

How do you see the Generation Z and Alpha as learners?

- I see them as digital natives
- Most of these students are actually the same, they are more into advanced technology than their teachers
- I am kind of scared that I cannot teach them what they need to know
- Probably the hardest thing which I can consider is their wit and knowledge in technology, software and applications
- My family members are gen z and alpha, they are both tech savvy, I teach these kinds of students, they are more into what they call as internet natives

Do you think what you are doing is educationally proper or ethical as to the academic needs of the Generation Z and Alpha? Kindly explain.

I think I give justice to what I educational do to my students since I give my best for them

Ethically speaking, I think we as professors, need more time to justify the academic needs and inclination of these students as to what they get inside our online classroom

The participants believed that is it up to them as educators to choose the proper approaches and technique for the learners. The generation varies and it's a fact. It is an inevitable change and the approaches might be ECLECTIC (this is also included on the Mini BOOK, ANINAG). The eclectic approach is dependent on the country one lives, the culture, the strength of internet connectivity as well as the

traditions and educational qualifications of the institution and the educators. A more ethical approach is appropriate if the educators find ways and avenues to satisfy the common and general learning characteristics of the learners. More enhancement tools and more capability training is indeed essential for them especially those who are a level 2 apart from the generation z and generation alpha. The Millennials, the generation Y is actually the closest to this generation, some are parents of the Generation Z and Alpha, so they can fully comprehend more the outstanding learning characteristics of these learners. This is true with what Shatto & Erwin (2017 in Swanzen , 2018) add that the Gen Z and Alpha possess characteristics that are unique to growing up in the Digital Age. Information is shared and streamed in real time, with civil uprisings being organized via social media. On the other hand, non-traditional families and exposure to different cultural perspectives makes Gen Z and Alpha more accepting and open-minded of differences, leading to the most diverse generation (Shatto & Erwin, 2016, 2017). Dorsey (in Swanzen 2018) stated that they are so accustomed to diversity, that they don't take note of diversity unless it is absent. Internet Connectivity and Online Connection is essential for these generation Z and Generation Alpha. Their gadgets are the mirror to the other word, so it is essential to assist these generation Z and Alpha on how they may divert these internet connectivity to achieve better results and that is what it makes it more ethical , proper and appropriate.

With these things on mind the following were the top 10 educational ethical approaches for the learning avenues for the Generation Z and Generation Alpha. Most of the approaches are indicated on the ANINAG mini book.

- more video-based lessons
- enhanced LMS
- shorter videos to play
- genius hour
- gamification
- genius hour
- phygital mode
- buddy approach
- practical and educational transparency
- eclectic approach

CONCLUSIONS

Based on the study, it is concluded that:

1. The Generation Z and Generation Alpha preferred learning avenues are all based on internet connectivity since they are digital natives.
2. To make it more educationally ethical to compensate for the learning avenues of the Generation Z and Generation Alpha the educators must be able to highlight the following approaches :
   - more video-based lessons
   - enhanced LMS
   - shorter videos to play
   - genius hour
   - gamification
   - genius hour
   - phygital mode
   - buddy approach
   - practical and educational transparency
   - eclectic approach
3. With the following on hand, the development of the ANINAG mini book is expected to enhance the educators mind set as well as educational approaches to compensate for the educational needs of the Generation alpha and Generation Z.

RECOMMENDATIONS

With the current discussions on hand, it is recommended that:

1. Invite more participants outside the identified country participants to highlight more variables and responses.
2. Use other research design other than mixed method
3. Use additional instruments to get more data.

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