

A Systematic Literature Review: Training Model, Learning Concept, and Ideal Class Approach for Generation Z Based on Addie Model

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ABSTRACT

This research is a literature study with a descriptive qualitative type of research with a literature review that attempts to describe the training model, learning concept, and ideal class form for Generation Z in Indonesia using the ADDIE Model approach. In this research, the author used various written sources such as articles, journals, and documents relevant to the study. This research shows that Generation Z are familiar with technology, like modern learning models with discussions in the form of dialogue, direct practice, and using digital access to deepen the material. This requires educators including trainers to adapt to create training with an environment suitable for the acceptance of Generation Z. The next research that is interesting to develop is the effectiveness of implementing the ADDIE Model in various training for Generation Z.

Keywords: ADDIE Model, Generation Z, Ideal Class, Learning Concepts, Training Models.

INTRODUCTION

With advances in technology and rapid changes in social and educational environments, the characteristics and needs of Generation Z—the generation born between the mid-1990s and early 2010s—have changed significantly compared to previous generations. This generation is known to have high digital skills, a preference for interactive and technology-based learning, and a tendency to seek information quickly and easily (Seemiller & Grace, 2016). Therefore, traditional learning methods may no longer be effective in meeting their needs. One approach that can be used to develop a suitable learning program is the ADDIE (Analysis, Design, Development, Implementation, Evaluation) Model (Branch, 2009). This model provides a systematic framework for designing and implementing learning programs that are innovative and suited to Generation Z's unique characteristics.

This study aims to examine training models, learning concepts, and ideal classroom approaches for Generation Z based on the ADDIE Model. The study will systematically review existing literature to answer several key research questions:

1. What is the most effective training model for Generation Z based on the ADDIE Model?
2. What kind of learning concept is most suitable for Generation Z in the context of modern education?
3. What is the ideal classroom approach that can be implemented to optimize Generation Z learning?

Thus, this research is expected to provide insights and practical guidance for educators including trainers and curriculum developers in implementing innovative and effective learning approaches.

A. Training Model, Learning Concepts, and Classroom Approach

Training is an organized activity to improve a person's skills, knowledge, and understanding for specific purposes. Training involves systematic procedures to transfer technical knowledge to a group of individuals to enhance their knowledge and skills for a particular job with proficiency (Simon, 2022). Training should be provided at the right time, with a specified place, method, and duration. The goal of training is to realize the improvement of human resource performance, including learning techniques, clear thinking about job issues, good judgment, positive attitudes, and mental health. Training is no longer discussed separately but is usually handled together with development. Training and development are considered more appropriate terms in today's work environment (Simon, 2022). In conducting training, there are various models tailored to the needs of the training audience, such as on-the-job training, off-the-job training, simulation training, managerial training, conferences, lecture models, coaching, and mentoring (Armstrong, 2011).

In designing a training program, a trainer needs to understand the appropriate learning concepts for their audience. Learning concepts relate to how someone will learn, encompassing various learning theories such as behaviorist learning theory, cognitive learning theory, social learning theory, and experiential learning. The purpose of learning theories is to bring about changes in the cognitive, affective, and psychomotor domains of individuals (Wang, 2012). The formation of training model design and learning concepts will create a classroom approach that educators or trainers will use to conduct comprehensive training for their target audience.

B. Generation Z

Generation Z refers to individuals born from 1996 to 2012, characterized by their familiarity with technology, open-mindedness, and comfort with diversity, as they grew up without segregation between specific groups. Generation Z tends to avoid taking risks, being more pragmatic, cautious, and caring compared to previous generations (Chicca & Shellenbarger, 2018). Generation Z learners are high consumers of technology and highly prioritize the digital world. They grew up in times of uncertainty and rapid global changes influenced by technology, economic instability, and safety insecurity (Shatto & Erwin, 2016). The preferences of mature Generation Z include flexible working hours, a focus on self-development, self-realization, a desire for comfort and well-being, and a skeptical attitude towards the economy (Mohr, 2017). Interestingly, Generation Z's idea of self-development differs slightly from the general perception of learning new sciences. They consider hobbies, music, traveling, drawing, watching theater, and other enjoyable activities as forms of self-development instead.

Generation Z highly values personal freedom, tranquility, and seeks praise and recognition for their actions, often striving for popularity on social networks and among friends. Additionally, they are described as a generation without ambition, with the main goal of improving the lives of their loved ones (Chicca & Shellenbarger 2018). Generation Z learns best through modern teaching methods that incorporate technology, visual aids, and interactive activities. They prefer classrooms equipped with gadgets, the use of electronic books and manuals, and engaging presentations with minimal text (Williams, 2020). Enjoyable technology will be effective in presenting information, fostering healthy competition among Generation Z, and maintaining their interest (the Financial Programme, School of Business, SIM University, 461 Clementi Road, 599491 Singapore et al., 2017).

A good educational model for Generation Z involves acquiring new knowledge accompanied by developing critical thinking skills, analyzing real cases from experiences of companies, organizations, and institutions around them. In teaching Generation Z, educators need to ensure more interaction or dialogue with them, engage in direct communication, and increase activities to implement the knowledge (Williams, 2020).

C. ADDIE Model

The ADDIE Model is a systematic instructional design methodology invented in 1975 at Florida State University, originally used to design military training for the United States Air Force (Figure 1). Today, the ADDIE Model is widely known and used to design and evaluate learning experiences, courses or training, and teaching and learning activities in education across various fields of study (Spatioti et al., 2022). The ADDIE Model consists of five basic steps: Analysis, Design, Development, Implementation, and Evaluation, with each step leading to the next in a flexible and non-linear progression (Allen, 2006). These five basic steps are: (1) Analysis: In this phase, the instructional designer identifies learning needs, objectives, audience characteristics, and existing knowledge gaps. This step helps determine the goals and constraints of the training program. (2) Design: The design phase involves creating a detailed blueprint of the learning content, activities, assessments, and evaluation methods. This stage outlines how the learning objectives will be achieved and lists the required resources. (3) In the development stage, instructional materials are created based on the specifications outlined in the design phase. This includes developing content, visuals, assessments, and other necessary materials. (4) Implementation: The implementation phase involves delivering the training program to the target audience. This can include classroom teaching, online learning modules, or other chosen delivery methods. (5) Evaluation: The evaluation stage assesses the effectiveness of the training program. This can be done through formative evaluation during the development phase and summative evaluation after the training program is delivered. Feedback from the audience is needed to make improvements to future training (Spatioti et al., 2022).

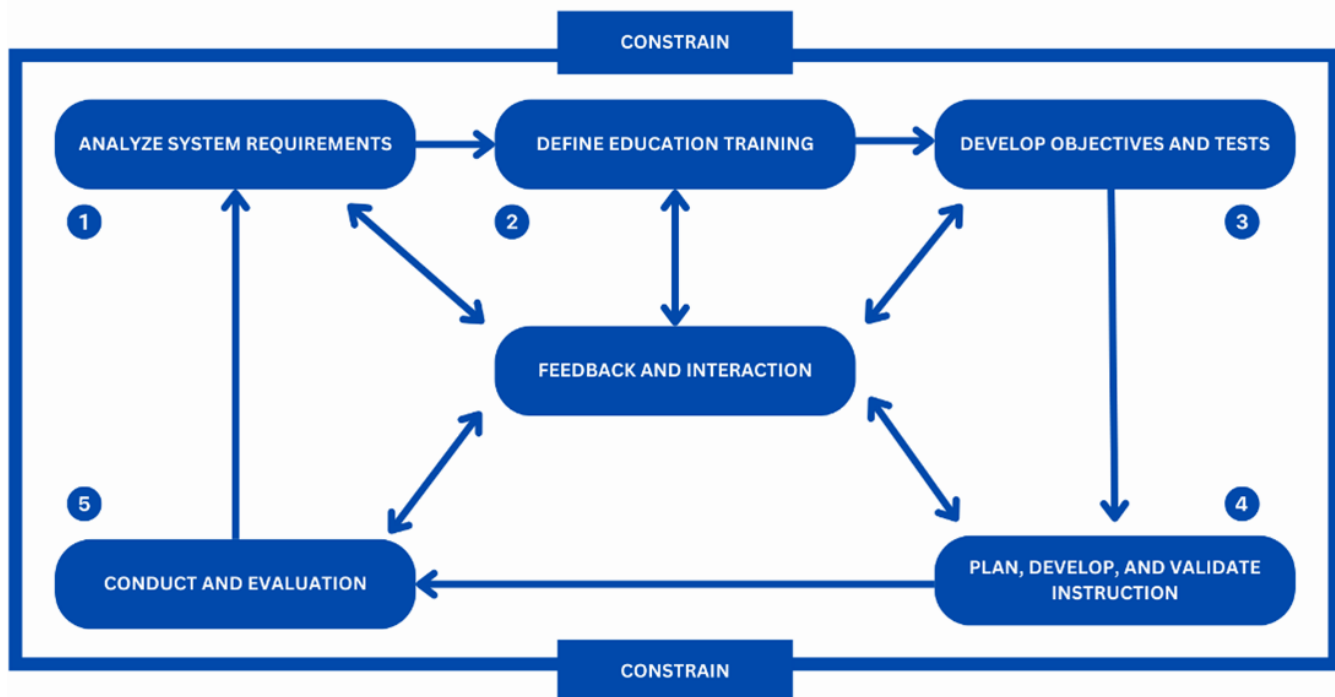


Figure 1. The original version of the ADDIE Model developed for the United States Air Force (Allen, 2006)

The ADDIE Model provides a structured approach to designing and developing effective training programs by ensuring that the instructional design process is systematic and comprehensive. This allows for continuous improvement and adaptation to changing needs and technologies in the learning environment (Gagne et al., 2005). The model has evolved over time to address the complexities of modern instructional design, including the integration of new technologies and delivery methods. The revised version of the

ADDIE Model emphasizes the importance of evaluation as a core component of the process and highlights the flexibility to re-enter different stages as needed for training design updates. Overall, the ADDIE Model has become a widely used and easily adaptable instructional design framework that helps instructional designers like trainers create effective and efficient training programs (Chang & Mohamad Jafre Bin Zainol Abidin, 2024).

RESEARCH METHODOLOGY

This research uses the Systematic Literature Review method, which focuses on the process of identifying, analyzing, evaluating, deriving insights, and drawing conclusions based on related research findings from various research articles systematically and structurally, following predetermined stages to provide an appropriate problem solution.

The data used in this research are secondary data obtained indirectly through articles in national and international journals in the Google Scholar database published from 2018 to 2024. Principally, the stages in conducting a Systematic Literature Review include: (1) *Planning*: This stage involves planning the research, including initial formulation, research questions, research objectives, and research models. (2) *Conducting*: The conducting stage is the implementation phase of the Systematic Literature Review itself. This stage focuses on searching for literature from various articles in available databases, then grouping these literature materials according to their types. (3) *Reporting*: The reporting stage involves writing the results of the Systematic Literature Review in the form of a scientific paper that will later be published (Linnenluecke et al., 2020).

Based on the established steps, article searches were conducted in the Google Scholar database using keywords such as training model, learning concept, Generation Z, and ADDIE model. The selected articles discuss the Training Model, Learning Concept, and Ideal Classroom Approach for Generation Z Based on the ADDIE Model.

RESULT AND DISCUSSION

Learning Style of Generation Z

As a generation that has been introduced to technology since childhood, Generation Z has different learning preferences from the previous generation, the Millennials. Individuals in Generation Z prefer to learn through classroom assignments, problem-solving, and analyzing cases relevant to the learning topic. They also enjoy using technology such as web-based tools, learning management systems, and online research. Additionally, Generation Z students show a preference for practical knowledge that can be applied to future jobs (Nicholas, n.d.). Generation Z prefers to access learning resources through the internet and then engage in discussions in the form of dialogues, compared to traditional methods such as reading printed books and listening to lectures (Cameron & Pagnattaro, 2017).

Training Model for Generation Z

The training model for Generation Z is designed with a focus on creating a supportive learning environment and providing frequent feedback. Generation Z, which has unique characteristics and is different from previous generations, requires a special approach that can help them feel safe and comfortable in the learning process. Therefore, the training environment should provide prompt feedback and build participants' confidence.

Based on research conducted by (Chicca & Shellenbarger, 2018), (Mohr, 2017) and (Pueschel et al., 2020) Some important points to highlight regarding training models for Generation Z are active participation in the

decision-making process. Involving Generation Z in decisions that affect their learning will increase their sense of responsibility and confidence. In addition, the right training model also facilitates social interaction and interpersonal skill development through short, technology-assisted group activities. These activities not only help build social skills but also improve collaboration and communication between participants.

Next in importance in designing training models for Generation Z is ensuring competency and skill attainment and technology-based validation methods. Virtual simulations, peer reviews, and technology-based discussions allow Generation Z to test and validate their skills in a safe and supportive environment. (Cameron & Pagnattaro, 2017). Overall, the training model for Generation Z integrates various strategies and tools to create a supportive, participatory and interactive learning experience. As such, it ensures that participants not only master the necessary skills but also feel motivated and confident in their learning journey.

Learning Concepts for Generation Z

The concept of learning for Generation Z emphasizes the importance of using technology and digital media in the learning process. Generation Z, who grew up in the digital age, are very proficient with technology and prefer to use digital media in learning, including short well-structured texts and videos. They are used to short, well-structured texts and videos, and have short attention spans. (Nicholas, n.d.). Therefore, learning concepts need to be designed to harness the power of technology in delivering learning materials.

Based on research conducted by (Shatto & Erwin, 2016) Interaction through media and virtual world is an important element in Generation Z's learning concept, they feel comfortable in interacting through digital media, so learning integrated with digital platforms and social media is very effective for them. This approach allows them to learn in an environment they know and love. Active learning methods are also an integral part of this concept. Using free apps, programs and platforms to create explainer videos, concept maps, infographics and technology-based activities such as clinical case scenarios and problem-solving can help engage Generation Z's attention and develop their social and interpersonal skills. Short, technology-assisted group-based activities also aid in the development of social skills and enhance collaboration.

Learning materials are presented in a concise and well-structured format to address issues with longer and more complex texts (Rue, 2018). This approach ensures that information is delivered in a way that is easy to understand and engaging for Generation Z. In addition, the use of visual and interactive materials such as videos, infographics and concept maps are highly effective in enhancing their understanding and engagement. Overall, the concept of learning for Generation Z is designed to meet their unique needs in a digital and interactive learning context. By utilizing technology and digital media, this concept ensures that learning is not only effective but also interesting and relevant to Generation Z.

Ideal Classroom Approach for Generation Z

Generation Z is very proficient with technology and prefers to use digital media in learning. Therefore, based on research conducted by several literatures, namely (Ryndak & Saldaeva, 2020) the ideal classroom should be equipped with modern gadgets and educational software. Technology should be integrated into all aspects of learning, from the use of apps and digital platforms for presentations to the use of visual aids such as videos and infographics. Generation Z is more responsive to interactive learning. This approach can include the use of interactive online modules, comprehensive simulations, and technology-based activities such as gallery walks and group problem solving. (Nicholas, n.d.). These activities not only help develop social and interpersonal skills but also make learning more interesting and relevant to them.

Generation Z tends to have short attention spans and prefers well-structured texts (Chicca & Shellenbarger, 2018). Therefore, learning materials should be presented in a concise and clear format, with lots of visuals

and little text. Presentations with strong visual images and the use of technology such as infographics can help in conveying information in an engaging and easy-to-understand way.

Critical Evaluation of Literature Findings

In evaluating the ideal training model, learning concept, and classroom approach that is appropriate for Generation Z based on our literature review, there are several strengths and weaknesses that need to be considered to ensure the effectiveness and relevance of the approach used.

Power

First, the involvement of technology in training models and learning concepts is a major strength. Generation Z grew up in the digital age, so the use of technology makes learning more relevant and engaging for them. This approach includes the use of apps, programs and digital platforms to create interactive and engaging learning materials, such as explainer videos, infographics and concept maps. These technologies not only increase engagement but also allow flexibility in learning.

Secondly, active and participatory interaction is an important element in this training model. Involving Generation Z in the decision-making process and facilitating short, technology-assisted group activities can boost their motivation and confidence. This active participation also helps in developing important social and interpersonal skills. Third, the short and well-structured presentation of the material is another advantage. Generation Z tends to have short attention spans and prefers well-structured text. Therefore, presenting the material in a short and clear format helps them to understand the information more effectively.

Weaknesses

Over-reliance on technology can be problematic if the technology infrastructure is inadequate or if technical glitches occur. This can hinder the learning process and reduce the effectiveness of the training. In addition, while technology aids in learning, over-reliance on digital media can hinder the development of social and interpersonal skills. Less face-to-face interaction can lead to weak communication and collaboration skills, which are crucial in the world of work.

Generation Z may also struggle to understand longer and more complex texts, which can hinder their comprehension of material that requires in-depth analysis. They may be able to gather information but often miss the context needed for proper interpretation.

Opportunities

There is a great opportunity to develop more innovative learning methods, such as gamification and project-based learning, that can better engage Generation Z. These innovations can make learning more fun and interactive, and increase participant engagement. In addition, training programs can be designed to put more emphasis on developing soft skills such as communication, collaboration and problem solving. This will help Generation Z develop the skills needed to succeed in the workforce.

Threat

Reliance on technology also brings risks, especially if there are technical glitches or infrastructure issues. Therefore, it is important to ensure a reliable and supportive technology infrastructure to mitigate such risks. Managing the differences between Generation Z and previous generations in a single learning or working environment can also be a challenge. Differences in values, habits and ways of learning can cause conflict and hinder collaboration.

RECOMMENDATION

To overcome weaknesses and maximize strengths, it is recommended to diversify learning methods with traditional approaches such as face-to-face group discussions, case studies, and presentations. This will help in developing interpersonal skills and ensuring balance in learning.

In addition, ensuring a reliable and supportive technology infrastructure is essential to reduce the risk of disruption in the learning process. Providing additional resources such as reading guides and explainer videos can also assist Generation Z in understanding more complex material. Finally, integrating soft skills training in the learning program will ensure that Generation Z not only masters technical skills but also interpersonal skills that are essential for success in the workforce. By critically evaluating these training models and learning concepts, we can ensure that the approaches used are effective, relevant and able to meet the unique needs of Generation Z.

IMPLEMENTATION OF THE ADDIE MODEL

In designing training models, learning concepts, and the ideal classroom setup for Generation Z in Indonesia, trainers need to use an appropriate approach for analysis. The ADDIE Model has been used to design various training programs worldwide, consisting of five phases: *Analysis-Design-Development-Implementation-Evaluation*.

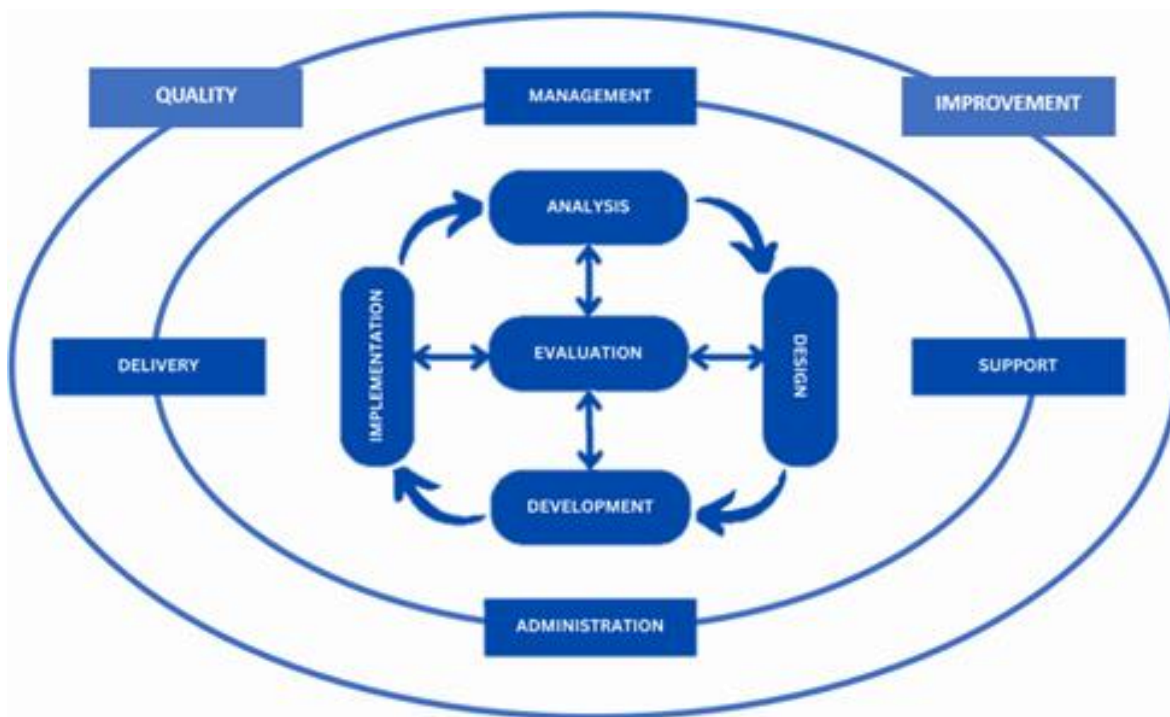


Figure 2. Revised ADDIE Model Equipped with System Functions for Training Quality Improvement (Allen, 2006)

The revised model graphically depicts that evaluation is a core part of the ADDIE process, which is a continuous and flexible process where each phase can enter other phases if needed. All activities in the ADDIE phase occur both inside and outside, depending on the system function. All ADDIE activities and system functions focus on continuous quality improvement. ADDIE relies on mission and analysis to gather the necessary data for designing, developing, and conducting training.

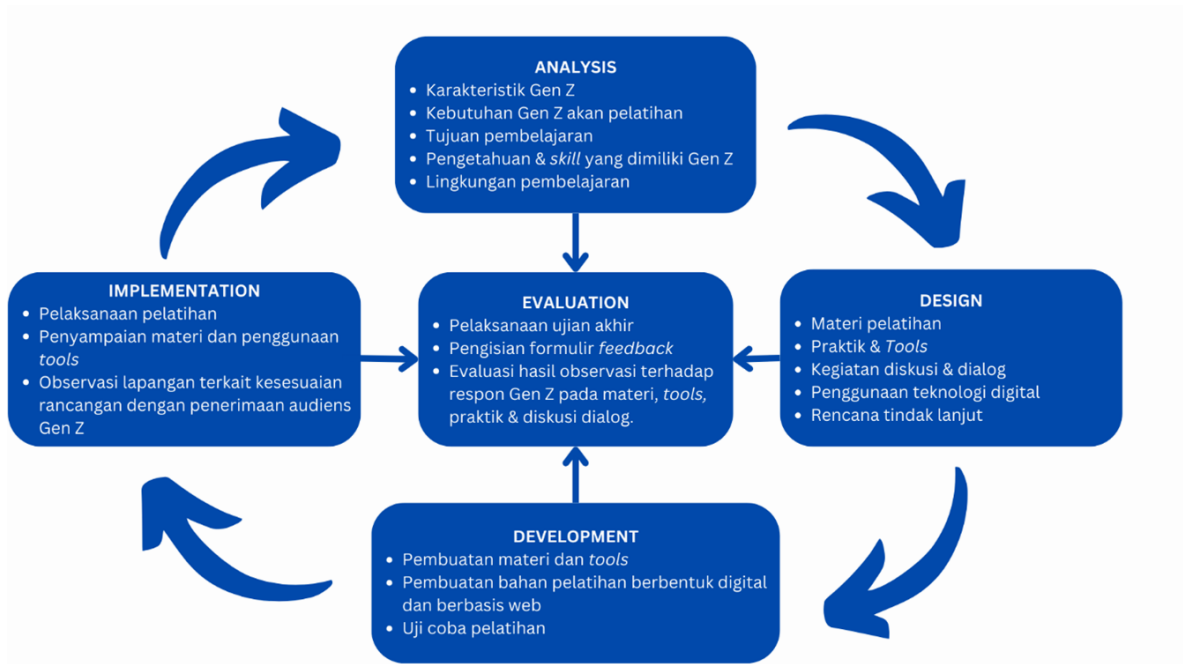


Figure 3 below shows the ADDIE Model system for designing ideal training for Generation Z in Indonesia.

Figure 3. The ADDIE Model System for Designing Ideal Training for Generation Z in Indonesia (Arsiwie & Kuncoro, 2024)

1. Analysis

The goal of this phase is to identify the gap between the training concepts to be delivered by the trainer and the characteristics of the audience, which is Generation Z. This analysis process includes identifying the characteristics of Generation Z, their training needs, the learning objectives of the training, the knowledge and skills Generation Z already has related to the training topic, and a suitable, effective, and efficient learning environment for Generation Z.

Based on the literature discussed in the previous sub-points, Generation Z is very familiar with technology, prefers interactive learning models over traditional learning, enjoys practice related to future applicability, and requires discussions in the form of dialogues. These characteristics can serve as key references for trainers to adjust their training delivery and design a learning environment that suits Generation Z.

2. Design

The design phase involves the work of designing the materials to be used during the training, such as materials, modules, tools, practical activities, discussions and dialogues, and the use of technology. Trainers need to design effective and efficient use of technology such as access to practice exercises and assignments, access to materials, access to videos or e-books, and so on. The materials prepared for the training should cover aspects of Attitude, Knowledge, and Skill. Given the characteristics of Generation Z, who do not favor conventional learning models, trainers need to design materials that are not boring, such as minimizing text, rich in visuals, and including a lot of practice and implementation.

3. Development

The development phase is the process of selecting and producing teaching resources such as modules,

presentation materials, tools, practical activities, test materials, and follow-up plans (Chang & Abidin, 2024). Considering the characteristics of Generation Z, the presentation materials for the training need to be adjusted by minimizing text, enriching visuals, adding interesting videos, and suitable audio for the learning atmosphere. Trainers need to prepare materials that can be accessed digitally by Generation Z audiences. In the study conducted by Chang & Mohamad (2024), Generation Z prefers learning using recorded videos to watch independently before the training starts. Trainers also need to create engaging practice sheets and additional materials that can be self-studied, such as tutorial videos and field practices.

4. Implementation

The purpose of the implementation phase is to test all the designs that have been analyzed and designed to see the achievement of the gap and their success in the training. According to the ADDIE Model, the implementation phase should be divided into two phases, namely the classroom learning phase for knowledge delivery and the skills sharpening phase through direct practice. The training is also divided into three parts: pre-training, during training, and post-training.

- **Pre-training:** Trainers need to upload training materials digitally via a website that can be downloaded by Generation Z participants and studied independently before the training starts. Participants need to ensure that they have read, watched, or listened to the digital materials provided by the trainer.
- **During-training:** In the classroom, trainers no longer explain the entire material from start to finish because Generation Z participants have already studied it beforehand. What trainers need to do is elaborate on important explanations of the material and engage participants in discussions and dialogues. Trainers can create Focus Group Discussion (FGD) sessions or simulations.
- **Post-training:** Trainers direct Generation Z participants to conduct independent group discussions to discuss the knowledge they have gained and real implementation plans. Trainers can also give assignments that will be directly used by the participants in their lives or for their future. Enrichment materials can also be re-uploaded digitally through the website.

5. Evaluation

The evaluation phase in the ADDIE Model is divided into two forms, assessments for participants such as exams and practical tests, and filling out feedback forms from participants for trainers and training institutions. Feedback can be given through questionnaires filled out by participants or through direct interviews. This phase is crucial to determine the effectiveness and impact of the training provided to Generation Z. The results of the evaluation will be used to develop, improve, and enhance the quality of future training.

Understanding the characteristics of Generation Z in this manner requires educators, including trainers from previous generations, to be flexible in following these changes when designing methods, concepts, ways, and styles of delivering classroom training. Generation Z hopes their educators can understand, adapt, and align with their values and learning styles. However, adjusting and adapting from one generation to the next is not an easy and instant process. There are often mismatches in attitudes between trainers and Generation Z audiences, leading to disconnects and suboptimal learning or training outcomes according to training objectives (Cickovska, 2020). Educators and trainers are advised to adjust their teaching methods by aligning content, practice, and assignments closely related to the learning topic, real-life experiences, interests, and expectations of Generation Z (Monaco, 2018).

CONCLUSION

The most effective training model for Generation Z emphasizes technology integration and quick feedback. Generation Z, who grew up in the digital age, is highly adept at using technology. Therefore, the training

environment should make the most of technology, such as using virtual simulations, peer reviews, and technology-based discussions. Active participation and shared decision-making are also important elements, which can increase participants' sense of responsibility and confidence. In addition, the training model should include active learning approaches and adult learning principles, which include material relevance, cognitive effort and diverse learning strategies to create a conducive and supportive learning environment.

The most appropriate learning concept for Generation Z in the context of modern education is one that focuses on the use of technology and digital media. Generation Z prefers to use digital media in learning, including short, well-structured texts and videos. Learning should be interactive and involve digital apps, programs and platforms to create engaging materials such as explainer videos, concept maps and infographics. Learning materials should also be presented in a short and clear format to overcome short attention spans. Interaction through media and virtual worlds is an important element, as Generation Z is comfortable with digital interaction, so learning that uses digital platforms and social media will be more effective.

The ideal classroom approach to optimize Generation Z learning should consider their unique characteristics as a generation that has grown up with digital technology. Classrooms should be equipped with modern gadgets and educational software, and integrate technology into all aspects of learning. Learning materials should be interactive and student-centered, involving students' active participation in the learning and decision-making process. Materials should also be presented in a concise and structured format, with lots of visuals and little text to address short attention spans. Social engagement and the development of interpersonal skills can be facilitated through short, teamwork-focused group activities. Quick and frequent feedback is essential to help build confidence and ensure students are on the right track.

In designing the ideal training model, learning concept, and class form for Generation Z in Indonesia, *trainers* can use the ADDIE Model which is useful for creating *training* systems because it provides a systematic approach to determine training needs, design and develop programs, implement training, and evaluate its effectiveness. This structured methodology ensures that the learning design process is thorough and adaptable to environmental changes including generational changes, thus leading to the creation of effective and efficient training programs. The ADDIE Model has evolved over time to become more adaptable and flexible, allowing for continuous improvement and quality enhancement in learning design.

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