

Tailoring education for Generation Z: embracing clip thinking

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Background. Generation Z, the cohort born between the mid-1990s and early 2010s, has grown up immersed in the digital age, shaping their unique characteristics and thought processes. Central to their identity is the phenomenon of “clip thinking,” arising from their consumption of short, bite-sized content prevalent on platforms like TikTok and Snapchat. This mode of thinking emphasizes brevity and instant gratification, posing challenges for the traditional education system.

Objectives.

1. Investigate the cognitive processes and learning preferences associated with Generation Z's clip thinking mentality.
2. Analyze the limitations of current educational approaches in engaging and resonating with Generation Z learners.
3. Explore strategies for incorporating clip thinking into educational practices to enhance student engagement and learning outcomes.
4. Evaluate the potential benefits and challenges of adapting educational strategies to align with Generation Z's unique needs.

Methods. The study employed a mixed-methods approach, utilizing qualitative techniques like focus groups and interviews with Generation Z students, educators, and experts to gain insights into their experiences with clip thinking, as well as quantitative surveys and assessments to measure the impact of various teaching methods. Successful educational initiatives integrating clip thinking were examined through case studies to identify effective strategies and best practices.

Results. The study uncovered the cognitive processes and learning preferences associated with Generation Z's clip thinking mentality. The limitations of traditional teaching methods in engaging these digital natives, accustomed to instant gratification and brevity, were critically examined. Effective strategies for incorporating multimedia tools, short-form content, and interactive platforms into educational practices were explored to create dynamic learning experiences catering to Generation Z's preferences. The impact of these clip thinking-aligned approaches on student engagement, motivation, and academic performance was evaluated. Case studies of successful initiatives like Minerva University and Khan Academy were analyzed to identify best practices. Additionally, a comprehensive comparison of the current traditional system and a modern online system suitable for Generation Z is provided (table 1), highlighting key differences in areas such as content delivery, learning pace, interaction, assessment methods, and the teacher's role.

Table 1. A comprehensive comparison of the current traditional system and a modern online system suitable for Generation Z

Aspect	Traditional System	Modern System
Content Delivery	Lectures, textbooks	Multimedia, short videos
Learning Pace	Fixed, one-size-fits-all	Self-paced, personalized
Interaction	Primarily passive	Interactive, collaborative
Assessment	Standardized tests	Project-based, authentic
Learning Environment	Classroom-based	Virtual, accessible anywhere
Teacher's Role	Knowledge disseminator	Facilitator, guide

Conclusions. By embracing clip thinking and tailoring educational strategies to align with Generation Z's learning preferences, educational institutions can create engaging and effective learning experiences. This study

contributes to a deeper understanding of the cognitive processes and learning needs of this digitally native generation. The research provides useful insights and practical advice for teachers to modify their instructional approaches, curricular structures, and assessment methods. The aim is to cultivate student engagement, critical thinking abilities, and skills for lifelong learning. Overall, this study seeks to close the divide between the current education system and the unique needs of Generation Z students, preparing them for success in today's rapidly evolving digital world.

Keywords: Generation Z; clip thinking; educational strategies; multimedia learning; digital natives; student engagement; 21st-century skills.

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