

# THE MINDSET LIST: CLASS OF 2022

by Tom McBride • August 20, 2018

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## **The New Millennium Belongs to This Year's Entering College Class of 2022 in The 21<sup>st</sup> Annual Mindset List**

Human beings have always been living — not just traveling — in space. The United States has always been in Afghanistan. Same-sex marriage has always been legal somewhere and the once revolutionary “You’ve got mail” is almost forgotten. A lot can change in just 18 years, but these same 18 years also make up the mindset — or “event horizon” — of today’s entering college students. Born in 2000, the first year of the new millennium, these students are members of the College Class of 2022.

Since 1998, the annual Mindset List has circulated internationally as a way of reminding professors everywhere that they aren’t just teaching courses, they’re also teaching students. The list has generated several books, prompted international discussions and lists and scores of speaking appearances around the country.

“All good things must come to a conclusion,” notes the Mindset List’s creator Ron Nief, Public affairs director emeritus at Beloit College. This will be the last year that the Mindset List will be associated with Beloit College, but it will continue in the future at [themindsetlist.com](http://themindsetlist.com) or at a new institutional home. “We have enjoyed our 20 plus years of association with Beloit College, where the List began,” said Ron Nief.

The list was initiated in the early days of the internet and has been a popular component of back-to-school talks, faculty orientations and sermons for two decades. Its uses have ranged from training police and military officers and sales staff at Neiman Marcus, to the late Fidel Castro’s attacks on U.S. policy.

“With contributions from parents and academics around the world, the List has tracked cultural change, stimulated intergenerational conversation, and just made older people feel even older,” noted co-editors Tom McBride, author and Beloit emeritus professor of English, and Charles Westerberg, Beloit College sociologist.

The original authors have moved on to new projects in their retirement but will continue their battle against “hardening of the references” at their website, [themindsetlist.com](http://themindsetlist.com).

“Students come to college with particular assumptions based on the horizons of their lived experience,” McBride notes. “All teachers need to monitor their references, while

students need to appreciate that without a sound education they will never get beyond the cave of their own limited personal experiences,”

### **The 2018 Mindset list For the Class of 2022**

Among the iconic figures never alive in their lifetime are Victor Borge, Charles Schulz, and the original Obi-Wan Kenobi Alec Guinness.

Among their classmates could be Madonna's son Rocco, Will Smith's daughter Willow, or David Bowie and Iman's daughter Alexandria.

1. They are the first class born in the new millennium, escaping the dreaded label of “Millennial,” though their new designation—iGen, GenZ, etc. — has not yet been agreed upon by them.
2. Outer space has never been without human habitation.
3. They have always been able to refer to Wikipedia.
4. They have grown up afraid that a shooting could happen at their school, too.
5. People loudly conversing with themselves in public are no longer thought to be talking to imaginary friends.
6. Calcutta has always been Kolkata.
7. Afghanistan has always been the frustrating quagmire that keeps on giving.
8. Investigative specials examining the O.J. Simpson case have been on TV annually since their birth.
9. Same-sex couples have always found marital bliss in the Netherlands.
10. When filling out forms, they are not surprised to find more than two gender categories to choose from.
11. Presidential candidates winning the popular vote and then losing the election are not unusual.
12. Parents have always been watching *Big Brother*, and vice versa.
13. Someone has always skied non-stop down Mount Everest.
14. They've grown up with stories about where their grandparents were on 11/22/63 and where their parents were on 9/11.
15. Erin Brockovich has always offered a role model.
16. The word *sveritas* and *horizon* have always been joined together to form Verizon.
17. They will never fly TWA, Swissair, or Sabena airlines.
18. The Tower of Pisa has always had a prop to keep it leaning.
19. There has never been an Enron.
20. The Prius has always been on the road in the U.S.
21. UK retail sales have always been organized in metrics, except for beer, still sold by the imperial pint.
22. They never used a spit bowl in a dentist's office.
23. They have never seen a cross-town World Series.
24. There has always been a Survivor.
25. “You've got mail” would sound as ancient to them as “number, please” would have sounded to their parents.

26. Mifepristone or RU-486, commonly called the "abortion pill," has always been available in the U.S.
27. A visit to a bank has been a rare event.
28. Unable to come up with a new tune, Russians have always used the old Soviet national anthem.
29. They have never had to deal with "chads," be they dimpled, hanging, or pregnant.
30. "Bipartisan" is soooo last century.
31. *Horton* has always heard a *Who* on stage in *Seussical* the musical.
32. Robert Downey Jr. has always been the sober *Iron Man*.
33. Exotic animals have always been providing emotional support to passengers on planes.
34. Starbucks has always served venti Caffè *Lattes* in Beijing's Forbidden City.
35. Lightbulbs have always been shatterproof.
36. *Xlerators* have always been drying hands in 15 seconds with a roar.
37. *I Love You* has always been a computer virus.
38. Thumbprints have always provided log in security—and are harder to lose—than a password.
39. Robots have always been able to walk on two legs and climb stairs.
40. None having served there, American Presidents have always visited Vietnam as Commander-in-Chief.
41. There have always been space tourists willing to pay the price.
42. Mass market books have always been available exclusively as Ebooks.
43. *Oprah* has always been a magazine.
44. Berets have always been standard attire for U.S. military uniforms.
45. The folks may have used a *Zipcar* to get them to the delivery room on time.
46. Bonefish Grill has always been serving sustainable seafood.
47. As toddlers, they could be fined for feeding pigeons in Trafalgar Square in London.
48. Google Doodles have never recognized major religious holidays.
49. Chernobyl has never produced any power in their lifetimes.
50. Donny and Marie who?
51. They never tasted *Pepsi Twist* in the U.S.
52. Denmark and Sweden have always been just a ten-minute drive apart via the Oresund Bridge.
53. There have always been more than a billion people in India.
54. Thanks to the Taliban, the colossal Buddhas of Bamiyan have never stood in Central Afghanistan.
55. Films have always been distributed on the Internet.
56. Environmental disasters such as the BP Deepwater Horizon, and the coal sludge spill in Martin City, Ky., have always exceeded the Exxon Valdez oil spill.
57. The detachable computer mouse is almost extinct.
58. The Mir space station has always been at the bottom of the South Pacific.
59. King Friday the 13th and Lady Elaine Fairchild have always dwelled in the Neighborhood, but only in re-runs.
60. Israeli troops have never occupied Southern Lebanon.

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[https://www.facebook.com/The-Mindset-List-107557649264963/?ref=aymt\\_homepage\\_panel](https://www.facebook.com/The-Mindset-List-107557649264963/?ref=aymt_homepage_panel)

For more, go to [themindsetlist.com](http://themindsetlist.com)

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beloit-college-mindset-list-class-2022/](http://themindsetlist.com/2018/08/beloit-college-mindset-list-class-2022/)

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CAP: Formative Assessment Form  
*Required*

**Formative Assessment Form**

I.A.4: Well-Structured Lessons

Name: \_\_\_\_\_ Date: \_\_\_\_\_

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-4. Well-Structured Lessons	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.
Quality				
Scope		*		
Consistency		*		

Evidence:

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I.B.2: Adjustment to Practice				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-2. Adjustment to Practice	Makes few adjustments to practice based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

Evidence:

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II.A.3: Meeting Diverse Needs				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-3. Meeting Diverse Needs	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

Evidence:

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II.B.1: Safe Learning Environment				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Safe Learning Environment	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

Evidence:



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*Required*

II.D.2: High Expectations				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-2. High Expectations	Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

**Evidence:**

IV.A.1: Reflective Practice				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Reflective Practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.
Quality			*	
Scope		*		
Consistency		*		

Evidence:

**Figure 13.1** Some Ways to Differentiate Process

Based on Readiness	Based on Interest	Based on Learning Profile
<p>Apps for skills practice at varied levels of complexity</p> <p>Class discussions featuring questions at varied levels of complexity</p> <p>Complex Instruction</p> <p>Consistent plans to extend the learning of advanced students</p> <p>Help stations or help folders</p> <p>Learning contracts</p> <p>Peer partners/peer tutoring</p> <p>Personalized formative feedback</p> <p>Print and digital resources at varied levels of complexity</p> <p>Print and digital resources in a student's home language</p> <p>RAFT assignments</p> <p>Small-group instruction</p> <p>Think Dots</p> <p>Think-Pair-Share &amp; "buzz" groups</p> <p>Tiered assignments, homework, and assessments</p> <p>Wait time</p>	<p>Anchor activities keyed to student interests</p> <p>Apps for enriching a current study based on aspects of the topic of interest to a student</p> <p>Class discussions with connections to student interests</p> <p>Cubing</p> <p>"Genius Hour" approaches</p> <p>Independent studies</p> <p>Interactive journals</p> <p>Jigsaw</p> <p>Learning contracts</p> <p>"Let's Make a Deal" assignment and product option (student-proposed, but focused on essential KUDs)</p> <p>Maker spaces</p> <p>Orbitals</p> <p>RAFT assignments</p> <p>Specialty groups</p>	<p>Analytical, practical, and creative prompts and tasks</p> <p>Assessments with varied ways to express learning</p> <p>Assignments with varied ways to express ideas</p> <p>Choice of working arrangements</p> <p>Class discussions featuring practical, analytical, and creative questions</p> <p>Collaborative and competitive learning options</p> <p>Fortune Lines</p> <p>Hand signals for student communication/participation</p> <p>Interactive Journals</p> <p>Learning contracts</p> <p>Manipulatives and models</p> <p>RAFT assignments</p> <p>Role play/Meeting of the Minds</p>

make match both their learning needs and the specified learning goals. In other words, to accommodate the varied approaches to learning that are a feature of academically diverse classrooms, you'll want to rotate regularly



**Figure 11.2** Key Do's and Don'ts for Learning Profile Differentiation

DO's	DON'Ts
<b>DO</b> help students understand that people vary in their approaches to learning, depending on what they are trying to learn, when they are trying to learn it, and what the goals for learning are at a given time. Help them learn to make thoughtful choices about how they work.	<b>DON'T</b> assume any student has a fixed or singular approach to learning.
<b>DO</b> teach in multiple modes and give students opportunities to learn and express learning in multiple modes.	<b>DON'T</b> attempt to classify a student according to any one learning category.
<b>DO</b> think about your own learning preferences and how those influence your instructional plans.	<b>DON'T</b> assume that all of your students learn best in the ways that you learn best.
<b>DO</b> gather evidence to help you build a picture of your students' ever-evolving learning profiles.	<b>DON'T</b> assign work solely on the basis of a student's learning style, intelligence, preference, gender, or culture. <b>DON'T</b> generalize. <b>DON'T</b> underestimate the power of readiness and interest differentiation.
<b>DO</b> ask your students about their ideas for how to effectively explore and express learning.	<b>DON'T</b> let the mode of exploring or expressing learning trump the KUDs. It's about the knowledge, skills, and ideas, not the cartoon or game board.
<b>DO</b> encourage students to work in less familiar/comfortable modes occasionally to help them expand their range of learning approaches.	<b>DON'T</b> be afraid to let students work often in the same mode. They may well be enhancing their strengths.
<b>DO</b> expand the range of options you offer over time for your students to explore and express learning.	<b>DON'T</b> take on too much at once. Begin with a comfortable number of learning profile options and grow from there.

Plan the lessons differentiated by learning profile

repertoire of approaches to learning. Let them know that you work hard to honor many routes to learning and invite them to suggest working alternatives they'd like to see used in the classroom from time to time.

Teach students how to talk about their preferences, and provide varied options for them. Let students know you're offering creative, practical, and analytic learning choices today, or that you've intentionally created both competitive and collaborative study formats for the product they are

\* Tomlinson, C.A. (2017). How to differentiate instruction in academically diverse classrooms. (3<sup>rd</sup> ed.). Alexandria, VA: ASCD

**Figure 14.2** Examples of Possible Product Formats

Build a planetarium	Design a website	Generate an annotated multimedia resource list on a topic
Choreograph and present a dance	Design an app	Generate, circulate, and present a petition
Collect and analyze samples	Design and build something	Make and carry out a plan
Conduct a debate	Design and conduct a series of experiments	Make a resource list
Conduct a series of interviews	Design and create needlework	Make a working model
Conduct an ethnography	Design and present a puppet show	Make costumes that accurately portray a time or characters
Create a "better" treaty	Design and set up learning centers	Organize and synthesize information from a series of StoryCorps recordings
Create a comic book or zine	Design musical instruments	Plan a journey or an odyssey
Create a dictionary of topic-related terminology	Develop a solution to a community or world problem	Plan and teach a class
Create a graphic novel or a nonfiction text	Develop a virtual museum exhibit	Present a mock trial
Create a memorial	Develop an advertising campaign	Produce a set of YouTube videos
Create a photo essay	Develop and maintain a blog site	Tell a story or recount an event in graffiti art
Create a series of newscasts	Develop and present a mime routine	Write a biography
Create a series of political cartoons	Develop and present a series of public service announcements	Write a children's book
Create a series of wall hangings or murals	Develop tools	Write a collection of poems
Create a wiki	Develop, distribute, and present the results of a survey	Write a new law and a plan for its passage
Create an art exhibit or portfolio	Draw a set of blueprints	Write and record a series of songs
Create and present a podcast	Formulate and defend a theory	Write and stage a musical
Create and present a series of monologues	Generate a set of explanatory charts or graphs	Write and stage a play
Create and share an interpretive multimedia presentation		Write and submit articles to a blog, newspaper, magazine, or journal
Create authentic recipes		Write letters to the editor
Design a game		
Design a new product		
Design a simulation		