Christy Price

Workshops with Christy Price, 2012 U.S. Carnegie Professor of the Year

Thursday & Friday, September 26–27
Room 50 Milton Hall

Thursday, September 26
Engaging Millennial Learners • 8:30–11:30 a.m.

What factors influence student motivation and desire to learn? Research in educational psychology suggests one thing you can do is to create learning environments that are in some ways linked to, and supportive of, the current student culture. This participatory session will include a brief review of the literature regarding the culture of the millenial student, including Dr. Price’s own research. You will specifically learn the characteristics of millennials’ ideal learning environments, their preferences regarding assessments, their perceptions regarding the characteristics of the ideal professor, and their ideal institutional practices. Throughout the workshop, you will reflect on your own teaching methods and/or institutional practices. Open-ended questionnaires, +/- checklists, and digitized video clips of student interviews will be utilized to facilitate discussion regarding practical steps you can take to meet the needs of millennial learners.

By the end of this workshop you will be able to:
1. Recognize the characteristics of millennial learners and consider how these characteristics impact teaching and learning.
2. Identify the characteristics of ideal learning environments for millennials and analyze how well your learning environments meet their needs.
3. Describe millennial student preferences regarding assignments and assessments and examine the assignments and assessments you utilize based on millennial preferences.
4. Discuss millennial learners’ perceptions regarding the ideal professor and assess how well you meet these perceptions.
5. Reflect on how you might transform your teaching methods as you apply the findings of the research on millennial learners.

Preventing Student Incivility • 1:30–3 p.m.

This session will include an overview of the recent literature regarding civility in the classroom and strategies for creating successful learning environments at the university level. Throughout the presentation, you will reflect on how you might design your courses and implement techniques for creating more positive student involvement. Open-ended questionnaires, check-lists, and digitized video clips of student interviews will be utilized in order to facilitate discussion regarding practical steps you can take to heighten student attention, civility, and responsibility.

By the end of this workshop you will be able to:
1. Describe the research in cognitive psychology focused on the myth of multitasking and its impact on student attention.
2. Assess how well you are currently structuring your courses to prevent incivility.
3. Examine your teaching methods and alter them as you apply the findings of the research on college student incivility.

Preparing Captivating Mini-Lectures: Averting Death by PowerPoint!
From Killer Professors to Killer Presenters • 3:30–5 p.m.

Even with more active learning-centered methods, it is likely that college professors will still have to disseminate at least some information to students via mini-lecture or lecture capture. To be ultimately effective at this, you may need to change the way you convey messages to today’s learners. This workshop draws from the research in cognitive and educational psychology to apply what we know about learning and memory and also looks to the business, communication, and persuasion literature to optimize our effectiveness in motivating students to achieve learning outcomes. You will learn the secrets of great communicators and what works regarding planning, design, and delivery of information. The presenter will model these principles for a workshop that is enlightening and engaging. The workshop includes a guide for developing content and practices that will resonate, captivate and transform students.

By the end of this workshop you will:
1. Describe the research in cognitive and educational psychology regarding attention, engagement, learning, information and memory processing.
2. Distinguish between before and after examples of effective visuals and PowerPoint slides.
3. Examine your communication methods and alter them to heighten student attention, engagement, information processing, and retention of information.

Friday, September 27
Motivating Students with Learning-Centered Methods • 8:30–11:30 a.m.

Are there courses and professors who inspire students to attend and engage? The answer is YES! There are some influences beyond the professor’s control, but research in educational psychology suggests there are things professors can do to increase student’s willingness to attend class, their ability to maintain interest, and their desire to learn. As college professors, we are all experts in our content area, but we may not be aware of the body of research within educational psychology that provides insights into motivating our students. During this presentation will include a review the literature regarding student motivation, including Dr. Price’s own research. The workshop will emphasize the idea that student learning must drive the learning environment we create and the methods we choose. Throughout the presentation, you will be encouraged to reflect on course design and techniques for creating more learning-centered courses. Open-ended questionnaires, check-lists, and video clips of professors and students will be utilized in order to facilitate discussion regarding practical steps you can take to increase student motivation, interest, and desire to learn in the courses you teach.

By the end of this workshop you will be able to:
1. Describe the literature on student motivation and learning-centered teaching.
2. Assess the extent to which your current courses are learning-centered and aligned with the current research on motivating students.
3. Reflect on how you might alter your methods to enhance student motivation as you apply the learning-centered approach.

Teaching Controversial Issues • 1:30–3:30 p.m.

The landscape of controversial issues has become quite complex these days! As college professors, one of our greatest challenges is to educate and sensitize students to a broad range of divisive issues. At the core of students’ attitudes is an identity that has been developed on the constructed realities of their subculture. Innovative methods for “de-constructing students’ constructed realities” will be demonstrated. A framework for discussing controversial issues while preventing incivility will be provided. Numerous powerful video segments and simulations will be discussed.

By the end of this workshop you will be able to:
1. Identify the potential for controversy inherent in the learning outcomes you hope to achieve.
2. Examine your methods for preventing and responding to students’ with very strong attitudes.
3. Reflect on how you might alter your methods for teaching potentially controversial issues.

Christy Price, Ph.D., is a professor of psychology at Dalton State College and has been teaching at the collegiate level for 20 years. Dr. Price has won many teaching awards at from the Institute to the national level, including the 2012 Carnegie Teal for the Advancement of Teaching U.S. Professor Award. Dr. Price’s awards are, in part, a result of her use of innovative strategies in assisting students to achieve learning outcomes. Her most recent research focuses on engaging Millenial learners and preventing incivility in the classroom.