How Can I Get Students to Take Responsibility for Their Own Learning?

Presented by:
Christy Price, Ed.D.
Presenter Bio:

A professor of psychology at Dalton State College, Christy Price, Ed.D. has been teaching at the collegiate level for twenty years. She is a nationally recognized authority on innovative teaching techniques to engage millennial learners and was chosen by the Carnegie Foundation for the Advancement of Teaching as the Outstanding U.S. Professor for 2012 in the Baccalaureate Colleges category. Dr. Price won the Excellence in Teaching Award at Dalton State in 2007, and the University System of Georgia Teaching Excellence Award in the Two & Four-Year College sector for 2008/2009. She was also honored by the National Resource Center for the First-Year Experience and Students in Transition as an Outstanding First-Year Student Advocate for 2009.

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Our presenter:

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Learning Goals

1. Describe the literature related to motivating student responsibility
2. Identify specific practices that promote student responsibility
3. Reflect on how we might alter our course structure to promote more student responsibility

Shows Up! Excited! Prepared! Takes Responsibility for his own Learning

“Did I miss anything important?”
Differentiate between LEGITIMATE vs. LIFESTYLE OF EXCUSES

How Can We Motivate them to:
- Read
- Show Up Prepared
- Discuss

#1 Characteristic of Ideal Assessment is that it is GRADED

Hold Students Accountable with Consistent Consequences

Price (2011)
2. Resist the temptation to take responsibility FOR THEM.

Clearly Define the Student Role

“Grades are EARNED based on your performance. Be careful to note the requirements for earning the grade you desire, and be sure to devote yourself accordingly.”

Differentiate b/n LEGITIMATE vs. LIFESTYLE OF EXCUSES

Clearly Define Your Role

“Because I have up to 250 students per semester and I am ethically obligated to be fair to students who attend, I cannot copy course notes or provide individual tutoring sessions for students who regularly miss class.”

Differentiate b/n LEGITIMATE vs. LIFESTYLE OF EXCUSES
3. Hold Students Accountable for Directly Interacting with Content

Blumberg, J. (2008). Learner-Centered Teaching: A Workbook for Faculty

Practice the “FLIP”


Regular Low Stakes Formative Assessment with Feedback
4. Develop Student Self-Evaluative, Metacognitive and Learning-to-Learn Skills

Develop Self-Assessment Skills and Provide Clear Expectations with Rubrics

Course Contributions Rubric

Differentiate b/n LEGITIMATE vs. LIFESTYLE OF EXCUSES

Require Students to Reflect Upon and Assess their Own Learning

Reflection built into RUBRICS or use of TEST WRAPPERS

1. What did you do to prepare?
2. What did you expect?
3. What will you do differently next time?

Differentiate b/n LEGITIMATE vs. LIFESTYLE OF EXCUSES
Utilize Peer Assessment

Greatest challenge is not assisting them in achieving outcomes, it’s getting them to WANT TO
Education is not the filling of a pail; it is the lighting of a fire.

W. B. Yeats

Create Intrinsic Motivation by making outcomes, class activities and assessments RELEVANT.

Use Professional Behavior Rubrics.

Structure Courses to Develop Professional Competencies.
Create a Call to Action

Contrast the
What Is
with
How it Could Be

Mentor Students on the
HERO’s JOURNEY

Guide Students on the Hero’s Journey

Mentor
Obstacles
Student Hero Prevails
Mentor Encourages

Develop Positive Rapport

We’d like to know what you think!

Our evaluation form is located here: https://www.surveymonkey.com/s/price22013